UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

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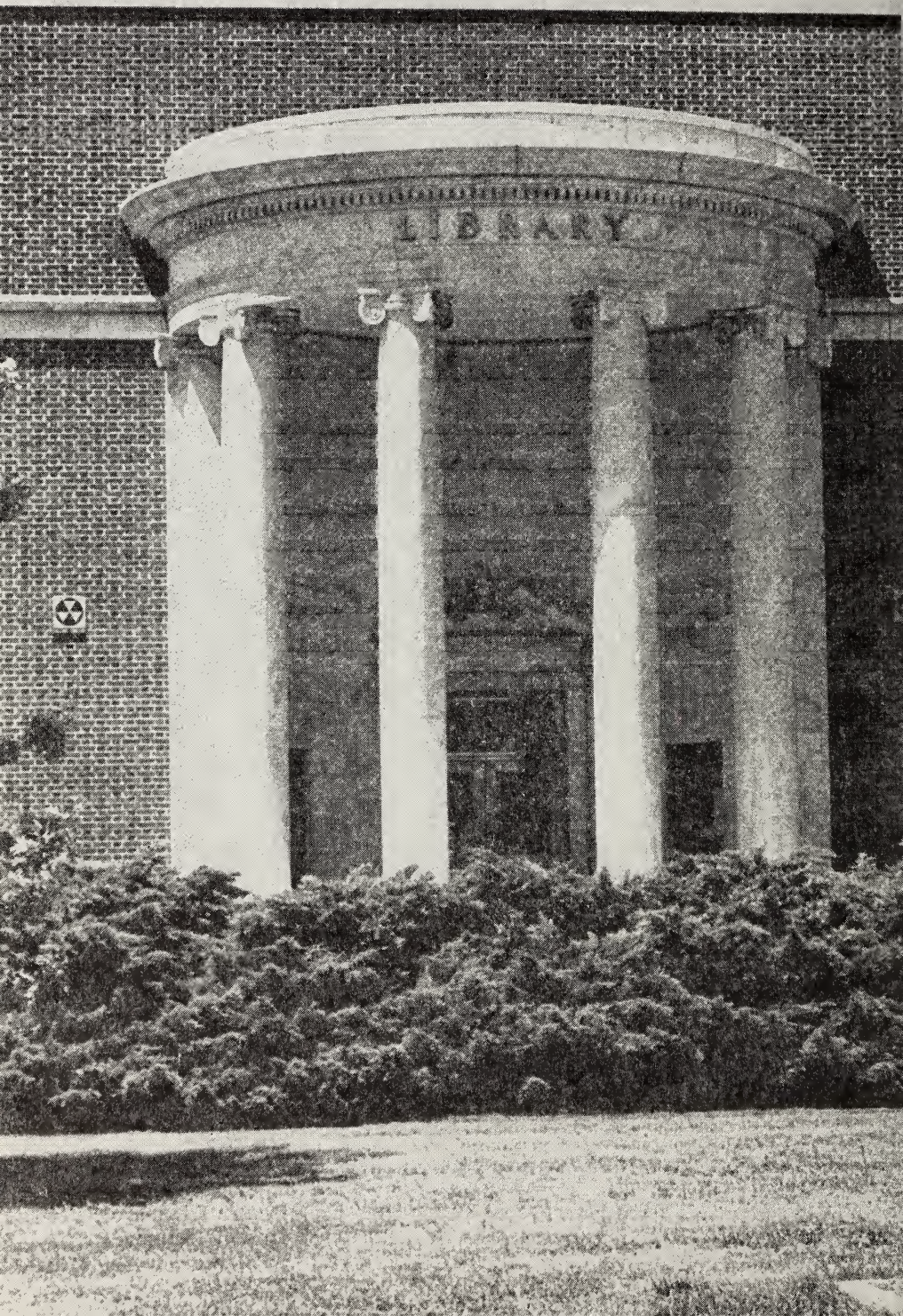
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The University of North Carolina at Greensboro

Bulletin

Catalogue Issue for the Year 1965-1966

Announcements for 1966-1967

PUBLISHED BY THE UNIVERSITY AT GREENSBORO, NORTH CAROLINA

ENTERED AS SECOND-CLASS MATTER AT THE POST OFFICE
AT GREENSBORO, NORTH CAROLINA, FEBRUARY 24, 1936
UNDER ACT OF CONGRESS OF AUGUST 24, 1912

CALENDAR FOR 1966

JANUARY	APRIL	JULY	OCTOBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
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2 3 4 5 6 7 8	3 4 5 6 7 8 9	3 4 5 6 7 8 9	2 3 4 5 6 7 8
9 10 11 12 13 14 15	10 11 12 13 14 15 16	10 11 12 13 14 15 16	9 10 11 12 13 14 15
16 17 18 19 20 21 22	17 18 19 20 21 22 23	17 18 19 20 21 22 23	16 17 18 19 20 21 22
23 24 25 26 27 28 29	24 25 26 27 28 29 30	24 25 26 27 28 29 30	23 24 25 26 27 28 29
30 31		31	30 31

FEBRUARY	MAY	AUGUST	NOVEMBER
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6 7 8 9 10 11 12	8 9 10 11 12 13 14	7 8 9 10 11 12 13	6 7 8 9 10 11 12
13 14 15 16 17 18 19	15 16 17 18 19 20 21	14 15 16 17 18 19 20	13 14 15 16 17 18 19
20 21 22 23 24 25 26	22 23 24 25 26 27 28	21 22 23 24 25 26 27	20 21 22 23 24 25 26
27 28	29 30 31	28 29 30 31	27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
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20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24	18 19 20 21 22 23 24
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CALENDAR FOR 1967

JANUARY	APRIL	JULY	OCTOBER
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15 16 17 18 19 20 21	9 10 11 12 13 14 15	9 10 11 12 13 14 15	15 16 17 18 19 20 21
22 23 24 25 26 27 28	16 17 18 19 20 21 22	16 17 18 19 20 21 22	22 23 24 25 26 27 28
29 30 31	23 24 25 26 27 28 29	23 24 25 26 27 28 29	29 30 31
	30	30 31	

FEBRUARY	MAY	AUGUST	NOVEMBER
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12 13 14 15 16 17 18	14 15 16 17 18 19 20	13 14 15 16 17 18 19	12 13 14 15 16 17 18
19 20 21 22 23 24 25	21 22 23 24 25 26 27	20 21 22 23 24 25 26	19 20 21 22 23 24 25
26 27 28	28 29 30 31	27 28 29 30 31	26 27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
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12 13 14 15 16 17 18	11 12 13 14 15 16 17	10 11 12 13 14 15 16	10 11 12 13 14 15 16
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26 27 28 29 30 31	25 26 27 28 29 30	24 25 26 27 28 29 30	24 25 26 27 28 29 30
			31

UNIVERSITY CALENDAR—1966-67

Fall Semester

1966

Sept. 8, Thurs.—9:00 a.m.-4:00 p.m.	Residence Halls open. Arrival in residence halls of freshmen who did not participate in the summer testing program.
Sept. 9, Fri.—8:00 a.m.	Placement testing for freshmen who did not complete testing during the summer.
Sept. 9, Fri.—9:00 a.m.-4:00 p.m.	Arrival of one-year commercial students and freshmen who participated in the summer testing program.
Sept. 9, Fri.—10:00 a.m.	Meeting of new faculty.
Sept. 9, Fri.—7:00 p.m.	Orientation begins for freshmen and commercial students.
Sept. 9, Fri.—7:00 p.m.	Faculty meeting.
Sept. 10, Sat.—9:00 a.m.	Advising and registration of graduate students.
Sept. 11, Sun.—9:00 a.m.-4:00 p.m.	Arrival in residence halls of transfer students, students taking special examinations for credit, and former students scheduled to meet with advisers on Monday, September 12.
Sept. 11, Sun.—7:30 p.m.	Convocation for all new students.
Sept. 12, Mon.—8:30 a.m.-3:00 p.m.	Advising Freshmen, Transfers.
Sept. 12, Monday—3:00-5:00 p.m.	Advising Sophomores, Juniors, Seniors (not pre-registered and students with schedule problems).
Sept. 13, Tues.—9:00-4:30 p.m.	Registration of Freshmen and Nursing Students.
Sept. 13, Tues.—1:30-3:30 p.m.	Registration of Commercial Students.
Sept. 14, Wed.—9:00 a.m.-5:00 p.m.	Completion of registration for sophomores, juniors and seniors.
Sept. 15, Thurs.—8:00 a.m.	Instruction begins.
Sept. 22, Thurs.	Last day to change courses or course sections.
Oct. 5, Wed.	Founders Day.
Oct. 27, Thurs.	Last day for undergraduates to remove incomplete grades.
Oct. 29, Sat.	Six weeks unsatisfactory progress reports due in the registrar's office.
Nov. 5, Sat.	Mid-point of semester for block courses.
Nov. 19, Sat.	Last day to drop courses without penalty of having "WF" grade recorded.
Nov. 23, Wed.—1:00 p.m.	Instruction ends for Thanksgiving Holidays.
Nov. 28, Mon.—8:00 a.m.	Instruction resumes.
Nov. 28-Dec. 9, Mon.-Fri.	Spring Semester Registration.
Dec. 17, Sat.—12:00 noon	Instruction ends for Christmas Holidays.

1967

Jan. 2, Mon.—8:00 a.m.	Instruction resumes.
Jan. 14, Sat.	Last day of classes in the Fall Semester.
Jan. 16, Mon.	Reading Day.
Jan. 17-25, Tues.-Wed.	Final Examinations.
Jan. 25, Wed.	End of Fall Semester.

Spring Semester

Jan. 28, Sat.—9:00 a.m.	Advising and Registration of Graduate Students.
Jan. 30, Mon.—9:30-1:00 p.m.	Registration of students not completing Pre-registration.
Jan. 31, Tues.—9:30-11:30 a.m.	Registration for Commercial Students.
Jan. 31, Tues.—8:00 a.m.	Classes begin for Spring Semester.
Feb. 7, Tues.	Last day to change courses or course sections.
Feb. 9, Thurs.	Last day for payment of diploma fee for 1967 Masters degree candidates.
Mar. 1, Wed.	Last day to apply for student teaching.
Mar. 11, Sat.	Last day for undergraduates to remove incompletes.
Mar. 14, Tues.	Six weeks unsatisfactory progress reports due in the registrar's office.

Spring Semester (cont'd)

Mar. 24, Fri.	Mid-point of semester for block courses.
Mar. 24, Fri.—12:00 noon	Instruction ends for Spring Holidays.
Apr. 3, Mon.	Last day to drop a course without penalty of "WF" grade recorded.
Apr. 3, Mon.—8:00 a.m.	Instruction resumes.
Apr. 24-May 5 (2 wks), Mon.-Fri.	Pre-registration for 1967 Fall Semester.
Apr. 24, Mon.	Last day for filing completed Masters thesis with Examining Committee.
Apr. 29, Sat.	Last day to apply for Student Teaching during 1967-68.
May 3, Wed.	Final date for oral and written examinations of June candidates for Masters degree.
May 10, Wed.	Final date for complete clearance of June candidates for Masters degree, including deposit of thesis in the Graduate School Office.
May 23, Tues.	Last day of classes, Second Semester.
May 24, Wed.	Reading Day.
May 25-June 2, Thurs.-Fri.	Final Examinations.
June 2, Fri.	Commercial Class Commencement.
June 3, 4, Sat.-Sun.	Commencement Activities.

1967 Summer Session

First Term

June 8, Thurs.	Registration.
June 9, Fri.	Instruction begins.
July 14, Fri	End of first six weeks.

Second Term

July 17, Mon.	Registration of new students.
July 18, Tues.	Instruction begins.
Aug. 23, Wed.	End of second six weeks.

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OFFICERS OF ADMINISTRATION

THE UNIVERSITY OF NORTH CAROLINA

(General Administrative Officers at Chapel Hill)

By act of the General Assembly of 1931 the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro (renamed the Woman's College of the University of North Carolina), and the North Carolina State College of Agriculture and Engineering at Raleigh were consolidated into The University of North Carolina.

By act of the General Assembly of 1963 the names of the three institutions within the Consolidated University were changed: The Woman's College of the University of North Carolina was changed to The University of North Carolina at Greensboro; North Carolina State College of Agriculture and Engineering at Raleigh was changed to North Carolina State of the University of North Carolina at Raleigh. The name of the University of North Carolina was changed to the University of North Carolina at Chapel Hill. In 1965 the name of the Raleigh unit of the University was changed to North Carolina State University at Raleigh. A fourth campus, Charlotte College, was added to the University System, and renamed The University of North Carolina at Charlotte.

The administrative officers of The University of North Carolina are:

William Clyde Friday, B.S., LL.B., LL.D., *President*

Donald Benton Anderson, B.A., B.Sc.Ed., M.A., Ph.D., *Vice President for Academic Affairs*

Arnold K. King, B.A., M.A., Ph.D., *Vice President for Institutional Studies*

Alexander Hurlbutt Shepard, Jr., B.A., M.A., *Assistant Vice President and Treasurer*

Frederick Henry Weaver, B.A., M.A., *Vice President for University Relations*

The Vice President for Academic Affairs, working with the University Graduate Executive Council and the three Deans of the Graduate School, has the responsibility for the co-ordination and direction of the graduate offerings and research programs of the University.

The Assistant Vice President and Treasurer has the responsibility of over-all supervision and preparation of the University budget requests and the expenditure of authorized budgets. This officer is also responsible for the administration within the University of those enactments of the General Assemblies that relate to the classification of personnel under the State Personnel Act.

The Vice President for University Relations performs general administrative duties and is the principal liaison officer with the Board of Trustees.

Each of these officers and the Chancellors of the component institutions are responsible to the President as the principal executive officer of the University of North Carolina.

OFFICERS

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Chancellor
[1]OTIS ARNOLD SINGLETARY, B.A., M.A., Ph.D.

Vice Chancellor
[2]JAMES SHARBROUGH FERGUSON, B.A., M.A., Ph.D.

Academic Affairs

Dean of the Faculty
MEREB ETHNA MOSSMAN, B.A., M.A., L.H.D.

Associate Dean
TOMMIE LOU SMITH, B.A., M.A.

Graduate School
JOHN WESLEY KENNEDY, B.A., M.A., Ph.D., Acting Dean

School of Education
KENNETH EDWIN HOWE, B.A., M.S., Ed.D., Dean

School of Home Economics
NAOMI ALBANESE, B.A., M.A., Ph.D., Dean

School of Music
[3]LEE RIGSBY, B.M., M.M., Ph.D., Dean
[4]HERBERT WILLIAM FRED, B.M.E., M.M., Ph.D., Acting Dean

Summer Session
JOHN WESLEY KENNEDY, B.A., M.A., Ph.D., Director

Extension
JOSEPH EUGENE BRYSON, B.A., M.A., Ph.D., Director

Library
CHARLES MARSHALL ADAMS, B.A., B.S., M.A., Librarian

Office of Registration and Records
HOWARD HOYT PRICE, B.S., M.A., Registrar

Office of Admissions
MARGERY DAVIS IRBY, B.A., M.A., Director

Student Affairs

Dean of Student Services
KATHERINE HENRIETTA TAYLOR, B.A., M.A.

Dean of Women
SADYE ELIZABETH DUNN, B.S., Certificate in Business Administration

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[1]Leave of absence, first semester.
[2]Acting Chancellor until appointment as Vice Chancellor on January 1, 1966.
[3]Resigned, January 1, 1966.
[4]Effective January 1, 1966.

Dean of Men
CLARENCE OLAN SHIPTON, B.A., M.Ed.

Student Health Services
CHARLES C. GRIFFIN, M.D., University Physician
OLIVIA ABERNETHY, M.D., Associate Physician
DOCK CURTIS, M.D., Associate Physician
[1]MARY R. SMITH, M.P.H., Associate Physician

Student Aid Director
KATHLEEN PETTIT HAWKINS, C.C.

Religious Activities
KATHERINE TAYLOR, Co-ordinator

Elliott Hall
KATHERINE TAYLOR, Director

Placement Director
JOSEPHINE PARKER SCHAEFFER, B.A.

Business Affairs

Business Manager
HENRY LEE FERGUSON, JR., B.S., C.P.A.

Assistant Business Manager
EVERETT SHUFORD WILKINSON, JR.

Assistant to the Business Manager
GEORGE MINOR JOYCE, B.S., M.S.

Auditor
KENNIS ROBERT GROGAN, B.S., C.P.A., Director of Accounting

Physical Plant
NESTUS HANNIBAL GURLEY, B.S., Director

Residence Halls
MAHLON HEDRICK ADAMS, Director

Book Store
ETHEL V. BUTLER, B.A., Manager

Dining Halls
ARA SLATER FOOD SERVICE
DANIEL JULIAN PARLAMENTO, B.A., B.S., Manager

Developmental Affairs

Development
GEORGE WINSTON HAMER, B.A., Director

Alumni Secretary
BARBARA ELLEN PARRISH, B.A., M.A.

News Bureau
ALBERT ALEXANDER WILKINSON, B.A., Director

[1]Resigned effective December 31, 1965.

PART I.

The University

ALUMNAE HOUSE

I. THE UNIVERSITY

HISTORY OF THE UNIVERSITY

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The City of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution. Its citizens voted bonds to the sum of $30,000 for the erection of the first buildings, and the original ten-acre site was given by R. S. Pullen and R. T. Gray, of Raleigh.

The University, for many years (1896-1919) the State Normal and Industrial College, and later (1919-1932) the North Carolina College for Women, and from 1932-1963 the Woman's College of the University of North Carolina, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women. Other pioneers in public-school education—notably, Charles B. Aycock, Edwin A. Alderman, and James Y. Joyner—came to Dr. McIver's assistance; but to him more than any other individual the University owes its foundation. He became its first president and served it until his death in 1906. In that year, Dr. Julius I. Foust became president, and upon the foundation laid by Dr. McIver he and his co-workers developed a strong liberal-arts college.

During the years 1932-63 the University was known as the Woman's College of the University of North Carolina and as one of the three branches of the Consolidated University of North Carolina. In 1962 the Board of Trustees recommended that the Greensboro campus become coeducational in the fall of 1964. By act of the General Assembly in the spring of 1963 the name of the institution was changed to the University of North Carolina at Greensboro.

The crusader for founding the institution, Charles Duncan McIver, served the institution as its first president. In 1906, following the death of Dr. McIver, Dr. Julius I. Foust became president and served until 1934, when he retired from active service. In 1934 Dr. Walter Clinton Jackson, who had served as teacher and vice-president, was elected head of the institution with the title of Dean of Administration. By act of the Board of Trustees in 1945, the title of the head of the institution was changed to Chancellor.

Dr. Jackson, who retired in 1950, was succeeded by Dr. Edward Kidder Graham. After Dr. Graham's resignation in 1956, Dr. W. W. Pierson, Jr., served as Acting Chancellor until July 1, 1957, when Dr. Gordon W. Blackwell became Chancellor. Dr. W. W. Pierson returned to serve again as Acting Chancellor in September, 1960, after the resignation of Dr. Blackwell. Dr. Otis A. Singletary became Chancellor on July 1, 1961.

Although the institution was founded upon a profound belief that education must go beyond providing technical skills and competencies, it has always been committed to a program strongly rooted in general education.

In addition to education in the liberal arts, the University offers teacher education in all fields, and specialized curricula in art, music, home economics, business, physical education, and nursing education.

From a student body of 223 and a faculty of 15 the University has grown to a student body of approximately 5,000 and a faculty of approximately 300, and a plant valued at approximately $29,000,000. In addition, over 600 people are enrolled in extension centers throughout the state.

The University is a member of the Southern Association of Colleges and Secondary Schools, The Association of American Colleges, the American Council of Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. The University is listed with an approved program by the National Council of Accreditation in Teacher Education. The University is regionally accredited by the Southern Association of Colleges and Schools. The School of Music is accredited by the National Association of Schools of Music.

The University confers seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Business Education and Secretarial Administration, Bachelor of Science in Medical Technology, and Bachelor of Fine Arts. Certain curricula of the Graduate School of the University are also offered at the University of North Carolina at Greensboro. These curricula are in the field of Biology, Business Education and Secretarial Administration, Education, English, History, Home Economics, Music, Physical Education, Psychology, and Fine Arts. A Ph.D. degree is given in Home Economics.

The University of North Carolina at Greensboro entered a new era as it became a co-educational University in the fall of 1964. It assumes a greater role as a part of the public-education system of the State of North Carolina. As a state institution it desires to be of the greatest possible service to the people of North Carolina, and its advantages are open to all on similar terms.

BUILDINGS AND GROUNDS

The main University campus is about one mile west of the central business district of Greensboro, and may be entered either from West Market Street or Spring Garden Street. It consists of one hundred thirty acres of developed and wooded land, including a nine-hole golf course. There are about fifty buildings valued at more than twenty-nine million dollars. These buildings are identified on the map appearing inside the back cover. More detailed descriptions of the residence halls, library, student union, infirmary and an off-campus recreation camp may be found elsewhere in this section.

THE LIBRARY

The Walter Clinton Jackson Library, completed in the spring of 1950 and improved by new lighting and air conditioning in 1965, has a capacity of over 300,000 volumes and total seating facilities for 1,000 students. It now has 243,957 cataloged volumes and a selected collection of federal and state documents, pamphlets, and maps. It provides on open shelves a generous selection of reference books and bibliographies, periodicals, and reserve books for class assignments. In the general reading room there is a selection of classics and current literature in all fields and a well-chosen collection of records. This area is attractively furnished to encourage leisurely reading and study. In the stack areas faculty studies and student carrells, desks, and tables are provided for concentrated study.

A sound-proof seminar room, seating about 40, and a large lecture hall, seating 372, are provided for group use of documentary films, music or lectures. Microfilm readers and a microcard reader are provided for use of back files of newspapers and specialized reference books not otherwise available in print.

It is a distinct advantage to the University at Greensboro that it is located in a rich literary and cultural area. In addition to its own book collection, the library is able in a short time, by means of inter-library loan service, to make quickly available for faculty and graduate research the extensive book resources of other units of the University, Duke University, and other libraries in the vicinity.

The library is building collections to strengthen its resources for both undergraduate and graduate work. In the graduate fields of home economics, education, music, art, and physical education, as well as in the arts and sciences, research resources are being acquired. These include files of periodicals and other serials, bibliographies, selected collections of documents in these fields, original editions, and out-of-print material on micro-text. Some special collections are being developed: the Woman's Collection, the Homans' Collection in Physical Education (acquired from Wellesley College), Historical Textbooks, Juvenile Literature, and the Dance. The library is the depository for the College Archives and the History of the College.

A Friends of the Library organization was established in 1959. The officers for 1965-66 are: John P. Withers, Chairman; Thornton Brooks, First Vice-Chairman; Mrs. William C. Stanback, Second Vice-Chairman; Henry L. Ferguson, Treasurer; Charles M. Adams, Secretary. One of the main objectives of the Friends group is to help interpret the mission of the library and its needs to the people of North Carolina. As one of its special projects the Friends are promoting the development of Southern Renaissance Collections, including first editions and manuscripts, of our leading Southern writers since the 1920's. Members of the Organization also watch for opportunities to acquire for the library books which will add distinction and excellence to its collection.

THE WEATHERSPOON ART GALLERY

The Weatherspoon Art Gallery, named for Elizabeth McIver Weatherspoon, is located in the north wing of McIver Building. Facilities are provided for a program of exhibitions held throughout the year. This series of exhibits is an integral part of the instructional program of the Department of Art. The exhibitions are open to all students and thus become a part of the general education program for all students. The public is also invited to attend the exhibitions. Television programs originate in the Gallery, which bring to a large audience the exhibitions of paintings, prints, sculpture, and other objects. From time to time appropriate professional groups hold meetings in the Gallery.

The Weatherspoon Gallery Association established in 1942, has given support in the formation of a permanent collection of paintings, sculpture, textiles, and prints by contemporary American and European artists and designers. Works by John Marin, William de Kooning, William Ronald, John Flanagan, Alexander Calder, Robert Mallary, Henri Matisse, Pablo Picasso, and others are included in the Weatherspoon Gallery Collection. Membership in the Association is open to all persons who are interested in art.

Officers of the Weatherspoon Gallery Association for 1965-66 are President, Herbert S. Falk, Sr.; Vice President, Mrs. Britt M. Armfield; Vice President, Joseph R. Morton; Treasurer, Mrs. Seymour Levin; Secretary, Mrs. Charles M. Adams; and Historian, Mrs. J. I. Foust.

The annual student exhibition is held in May. This exhibition provides a comprehensive display of the work done by the students in all courses given by the Department of Art.

TELEVISION

At the University is a Television Studio Building from which programs for WUNC-TV, The University's Educational Non-Commercial Channel 4 Television Station, are originated. This building contains a 60′x60′ studio, associated control room, projection room, film-editing room, and engineering room. There are also dressing rooms, scenery rooms, art studio, viewing room, and offices. The television equipment is ample for a full-time operating station. Although there is no curriculum in television, students in Drama use these facilities for laboratory work. In addition, selected students are given an opportunity to participate in television activities, either as performers or as production and program assistants. In this way they are exposed to, and trained in, the day-to-day operation of a full-time station. Programs telecast by WUNC-TV are in the nature of an extended service of the University. They are planned for and directed to all of the people in North Carolina. These are programs for specific groups (age, social, economic or educational level) and programs of general interest. Any activity of the University is potential television program material. The station also presents programs produced in co-operation with other educational and public service agencies.

THE UNIVERSITY DANCE GROUP

The Dance Group has two formal concerts each year and assists in productions given by the Departments of Drama and Music. The Dance Group performs on Tours and for Television. Membership in the apprentice group is available to any student by audition. Auditions for membership in the Dance Group are open to those in the apprentice group. Dances performed by the Dance Group come from several sources. Works of world famous choreographers, as well as those of faculty, graduate, and undergraduate students are performed.

THE UNIVERSITY THEATRE

The Theatre is the producing organization of the Department of Drama and the Masqueraders, an active society of those students distinguishing themselves by their work in the theatre. It produces a series of plays and television programs. It frequently tours. Any student is welcome to participate. Four major productions are offered each year. Included among the recently produced plays are *Desire Under the Elms, My Fair Lady,* and *A Midsummer Night's Dream.*

The Theatre, in cooperation with the Junior League of Greensboro and the city and county school systems, produces three plays for children each season. These Pixie Playhouse productions are seen by over 30,000 youngsters each year.

Through its completely student produced Laboratory Theatre Productions one-act plays are presented in January. Any student on campus may request to do a drama project on this series. Recent plays have included *A Sleep of Prisoners* and *This Property Is Condemned.*

During the summers the Theatre operates the Parkway Playhouse, Burnsville, North Carolina. The season consists of six plays. Recent productions have included *Oklahoma!, Look Homeward Angel,* and *Antigone.* Now in its twentieth season, the program at the Parkway Playhouse also includes high school and university level chances in theatre.

In 1959 The Theatre was selected by the American Educational Theatre Association to tour under the joint sponsorship of A.E.T.A., U.S.O. and the Department of Defense for the entertainment of American troops in the Pacific Command. On this tour performances were given in Japan, Korea, Hawaii and The Philippines. In 1962 the Theatre was once more chosen, this time to tour the Northeast Command of Iceland, Greenland, Newfoundland and Labrador. A third tour in 1966 took the theatre to England, the Netherlands, France, and Germany.

Two special brochures covering the Tours and Theatre Activities are available upon request from the Director of Admissions.

The National Repertory Theatre

During 1963 the University Theatre and the Lecture-Entertainment Committee developed a relationship with the National Repertory Theatre

which has resulted in a series of in-residence periods on campus. In the fall of 1963, 1964, and of 1965 during the months of September and October the entire company of sixty artists has come to this University to hold the final rehearsals and premier performances of its repertory prior to its national tours and engagements on Broadway. In addition, members of the company meet students informally and formally, with class lectures an important feature of the in-residence program.

Among the artists associated with the National Repertory Theatre in this unique in-residence program are stars Eva LeGallienne, Farley Granger, Signe Hasso, Lili Darvas, directors Eva LeGallienne, Margaret Webster, Jack Sydow, designers Will Steven Armstrong, Peter Larkin, Tharon Musser, Alvin Colt, and producers Frances Ann Dougherty and Michael Dewell. Multiple performances in full repertory of the following plays have been given: *The Crucible, Ring Round the Moon, The Sea Gull, She Stoops to Conquer, Liliom, Hedda Gabler, The Rivals,* and *The Madwoman of Chaillot.*

LECTURES AND CONCERTS

The University is wholly or partly responsible for bringing to the student body each year a number of distinguished artists and lecturers in the field of art, the dance, music, and letters. The University also cooperates with the Civic Music Association in bringing to the campus throughout the year persons distinguished in the field of music.

In addition, the School of Music presents regular faculty and student recitals and concerts which all students may attend without charge.

MUSICAL ORGANIZATIONS

Various musical organizations are open to college students who wish to participate. These include the University Choir, University Glee Club, University Chorale, University Symphony Orchestra, University Concert Band, and various chamber music groups. Students may also participate in School of Music opera productions, either as soloists or in the choruses.

RESIDENCE HALLS

There are twenty-one residence halls on the campus. In each hall is a counselor to whom students may go for advice and who supervises social activities in accordance with regulations of the University. The rooms are comfortably furnished. Only single beds are used. North Spencer Hall and South Spencer Hall (1904, remodeled and modernized in 1938)—named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women, three hundred sixteen students; Anna Howard Shaw Hall (1920)—named for the great woman suffragist, one hundred students; Gray Hall (1921)—named for Mr. Robert T. Gray, a member of the Board of Trustees of the University from 1900 to 1912, one hundred sixteen students; Bailey Hall (1922)—named for Mr. T. B. Bailey, a member of the Board of Trustees

of the University from 1902 to 1916, one hundred sixteen students; Cotten Hall (1922)—named for Mrs. Sally Southall Cotten, one hundred sixteen students; Hinshaw Hall (1922)—named for Colonel G. W. Hinshaw, a member of the Board of Trustees of the University from 1910 to 1918, one hundred sixteen students; Laura Coit Hall (1923)—named for Miss Laura Coit, late secretary of the University, one hundred sixteen students; Jamison Hall (1923)—named for Miss Minnie Jamison, one of the first students and long-time member of the faculty, one hundred sixteen students; Mary Foust Hall (1927)—named by the alumnae of the University in memory of the daughter of the late President Foust, one hundred forty students; Guilford Hall (1927)—a duplicate of Mary Foust Hall; Weil-Winfield Hall (1939)—named for Miss Martha Winfield, late professor of English at the University, and for Mrs. Mina Weil, benefactress of the University, two distinct but connected halls giving the appearance of one building, two hundred ninety students; Mendenhall-Ragsdale Hall (1950)—named for Miss Gertrude Mendenhall, charter member of the faculty and late head of the Department of Mathematics, and for Miss Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics—similar in construction to Weil-Winfield, three hundred eight students; Moore-Strong hall (1960)—named for Miss Mary Taylor Moore, late registrar of the University, and for Miss Cornelia Strong, late professor of mathematics at the University—three hundred fifty students. Grogan-Reynolds—named for Ione H. Grogan, alumna and long-time member of the faculty, and for Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial—four distinct but connected halls giving the appearance of one building, six hundred seventy-two students.

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the University community. To reach this objective, the work is necessarily of two types; first, preventive and second, therapeutic.

Several types of preventive measures are taken. A complete medical examination given by the family physician is required of each new student before her acceptance and matriculation. This includes a complete physical examination, certain laboratory tests, a tuberculin test, and required immunizations. This examination done by the family physician is carefully reviewed by the University doctors before the student's admission. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff.

The care of students who are ill, which is the second major duty of the Health Service, is centered in the Anna M. Gove Infirmary. Here, with a staff of four full-time physicians, a psychiatrist, eight graduate nurses and a laboratory technician in attendance, all medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hos-

pital or surgeon not directly connected with the University. A comprehensive insurance policy is offered to students, providing payment for medical services and hospitalization not available in the Student Health Service itself. Undergraduate students who live at home are entitled to the same outpatient care at the Infirmary as dormitory students; but for bed care in the Infirmary they are charged a small, daily fee.

Students should report promptly to the Infirmary in cases of illness of any kind. Prompt attention to minor conditions prevents the development of major ill health.

STUDENT GOVERNMENT

Authorized by the Board of Trustees and the faculty, the Student Government Association is the University's way of implementing the idea that self-government is appropriate for mature students. Operating within a constitution written and accepted by all students, Student Government represents an effective means through which students share with the administration and the faculty the responsibility for creating and maintaining a climate that breeds excitement for the adventure of education.

There are three divisions of the student government: the Judicial, the Legislative, and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers is reserved the handling of such matters as affect academic questions, matters relating to the health of the University community, the control of property, and special cases of discipline which are outside student jurisdiction.

RELIGION

Religious Groups. Students are encouraged by both The University and the churches to attend the church of their choice and to identify themselves with an organized religious group. Five denominations—Baptist, Episcopal, Lutheran, Methodist and Presbyterian—are represented by campus ministers who work through student centers and churches adjacent to the campus.

The Inter-Faith Council is composed of student representatives of religious groups. The Council promotes understanding of the common purposes of Jewish, Protestant, and Roman Catholic believers and unites all in joint activities.

Director. The Dean of Student Services serves as Co-ordinator of Religious Activities. Her office is a clearinghouse for the activities of all campus religious organizations.

SOCIAL LIFE

The social life of the University centers around the residence hall units and various clubs and class organizations. Picnics, week-end camping

trips, teas, and formal and informal dances help create a normal social atmosphere. Through certain of the clubs and through the advisory system, members of the faculty are able to establish social contacts with the students. Altogether there are many opportunities within the campus community for a wholesome social life.

Elliott Hall, the student union, is the center of extracurricular activities. Its facilities include a large ballroom, a game room, lounges, meeting rooms, offices for publications, study and locker rooms for day students, and the University book store and restaurant.

SPORTS AND RECREATION

The athletic fields include twelve tennis courts; soccer, speedball, hockey, lacrosse, and softball fields; a nine-hole golf course and practice tee and putting green; an archery range and other outdoor play areas. The Rosenthal Gymnasium houses the new swimming pool, dressing and shower rooms, game room, one large gymnasium floor and two auxiliary areas. The Coleman Gymnasium provides the following modern facilities for a broad program of physical education; gymnasium, activity terrace, corrective unit, two dance studios, bowling alleys, indoor golf room, game rooms, and instructional and administrative rooms and offices.

Piney Lake, the recreation center, is located about six miles south of Greensboro. Forty-two acres of beautiful wooded land provide facilities which include two well-equipped houses, a large lake, a recreation hall, a crafts and hobby shop, a log cabin, playing areas, and a new camp site complete with lodge, dining hall, and ten cabins. Students of the University may use the recreation center for picnics, week-end outings, and for recreational purposes. The center is used also by the Department of Health, Physical Education and Recreation for instructional programs in camping and outdoor education, and by other departments and schools in the conduct of instructional work in out-of-doors laboratories.

ORGANIZATIONS

The Board of Trustees prohibits any secret organizations.

Phi Beta Kappa. Epsilon Chapter of North Carolina, Phi Beta Kappa. Candidates for the B.A. degree who have high scholastic averages are eligible for election to Phi Beta Kappa. Ordinarily students are elected in the senior year, but juniors of exceptionally high scholastic standing are also elected. Alumni of not less than ten years' standing who have distinguished themselves in the arts, literature, or the sciences are eligible for election to alumni membership.

Pi Kappa Lambda. Tau Chapter of Pi Kappa Lambda, the only national honorary scholastic society recognizing superior students of music. Elections are from the senior class.

Mu Phi Epsilon, national professional music society.

Sigma Delta Pi. Alpha Tau Chapter of Sigma Delta Pi, the national Spanish fraternity.

Omicron Nu, national home economics honor society.

Tau Psi Omega, national French fraternity.

Alpha Kappa Delta, national sociology honor fraternity.

Phi Alpha Theta, national history honor fraternity.

Psi Chi, national psychology honor society.

Beta Beta Beta, national honor society for students in the biological sciences.

National Society of Interior Designers.

Alpha Psi Omega, national honor society for students in drama.

Golden Chain, campus honorary society. Membership in Golden Chain is based on a consideration of the following qualities: leadership, scholarship, service, tolerance, magnanimity, judgment, and character.

Sigma Alpha, business education honor society.

Clubs. The numerous departmental clubs and other organizations promote interest in a wide range of activities.

The Recreation Association sponsors the following activities: swimming, gymnastics, modern dance, hockey, softball, basketball, archery, volleyball, soccer, tennis, riding, golf, boating, and speedball.

PLACEMENT OFFICE

The Placement Office aids graduates in solving the problem of post-college employment. It serves as an intermediary between students and prospective employers. It acquaints students with possibilities in the teaching, business, and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. Confidential letters of recommendation are incorporated in the file of each registrant. The Office initiates contacts for students or cooperates with students who make contacts through personal efforts or through various departments of the University. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

PUBLICATIONS

Alumni News: Published quarterly. The official organ of the Alumni Association.

The Carolinian: The University newspaper, issued weekly.

The Coraddi: The literary magazine of the University, issued quarterly.

Pine Needles: The University yearbook.

UNC-G News: The University newsletter, published four times during the school year.

ALUMNI ASSOCIATION

The Alumni Association of the University of North Carolina at Greensboro was organized in 1893 and incorporated by act of the General Assembly of North Carolina on March 8, 1909. The objects of the Association, as set forth in Section 3 of the Act incorporating it, are: "To encourage, foster, and promote education in the State of North Carolina; to aid and assist the University of North Carolina at Greensboro by donations or otherwise; to aid and assist, by loans or donations, or both, worthy young women of the state to obtain an education at the said University, and for such purposes to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession." The official publication of the Alumni Association is *The Alumni News*, sent to active members of the Alumni Association four times each year. In addition to keeping records on and attempting to maintain contact with thirty thousand former students, the Alumni office assists in the promotion and organization of local alumni chapters throughout North Carolina and in many cities outside the state. Alumnae House, opened in January, 1937, is headquarters for alumni work in general. The House is available for official alumni, student, and university affairs—social, cultural, and educational.

Officers for 1966 are Mrs. S. Carlysle Isley, Burlington, president; Mrs. Irving E. Carlyle, Winston-Salem, first vice president; Mrs. Richard L. Rice, Raleigh, second vice-president; Mrs. G. Edward Miller, Asheboro, recording secretary; and Miss Barbara Parrish, Greensboro, executive secretary.

THE HOME ECONOMICS FOUNDATION

The Home Economics Foundation was incorporated in July, 1946, with headquarters at the University of North Carolina at Greensboro, North Carolina. The corporation is a charitable, nonprofit, and educational organization, having no capital stock. Its members shall include such individuals, firms, and corporations as shall meet the terms and conditions for membership as are prescribed from time to time by the by-laws of the corporation. The management of the corporation and its properties shall be vested in a Board of Directors, which shall have full power and authority to act.

The purposes of the Home Economics Foundation are to: (1) aid and promote through financial assistance and other means all types of education, both undergraduate and graduate, and research in home economics in order that the School of Home Economics at the University of North Carolina at Greensboro may serve the people, the homes, the institutions, and the industries of North Carolina with maximum values at minimum costs in money, time, and labor. This contribution will include foods and nutrition, clothing and textiles, housing and furnishings, child development and family relationships, interior design and home management, home economics education, and institution management. (2) enable the School of Home Economics to develop a strong teaching and research program through helping to secure and keep an outstanding and highly trained faculty. (3) enable the School of Home Economics to offer short service courses, forums, and conferences on various subjects of home economics. (4) enable the School of Home Economics to publish and distribute bulletins and reports of research and studies on various subjects of home economics. (5) enable the School of Home Economics to sponsor various projects for improving the home, industrial, and institutional life of this state.

All funds contributed to the Foundation will be used for the purchase of special and additional equipment and teaching materials, for the supplementing of salaries of professors, instructors, and research fellows, and for the publication and distribution of papers, bulletins, and books, all in the interest of the development and service of the School of Home Economics in the University of North Carolina at Greensboro to the people, homes, and industries of North Carolina and the South. All funds solicited and collected for the Foundation will be applied as the donor requests in so far as is consistent with the program adopted.

The officers of the Foundation are: Leo Heer, High Point, President; Vice-Presidents, Mrs. George D. Wilson, Fayetteville; N. P. Hayes, Greensboro; Secretary, Don Ritter, Greensboro; Treasurer, Henry Ferguson, Jr., Greensboro.

Further information regarding the Home Economics Foundation may be secured by writing to Dean Naomi G. Albanese, School of Home Economics, the University of North Carolina at Greensboro.

THE INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

Established September, 1959, by action of the Trustees of the University of North Carolina and financed initially by a grant from the Home Economics Foundation of the University of North Carolina at Greensboro, the Institute for Child and Family Development is an interdisciplinary agency which has two primary purposes: *Research*—to stimulate and co-ordinate research in child development and family life, and to transmit the findings to interested professional and lay groups. *Extended Service*—to provide consultation, instruction, and facilities for groups in

the regions which are concerned with child development and family life. This service will draw heavily on the accumulated pool of research and technical knowledge developed through the research function of the Institute.

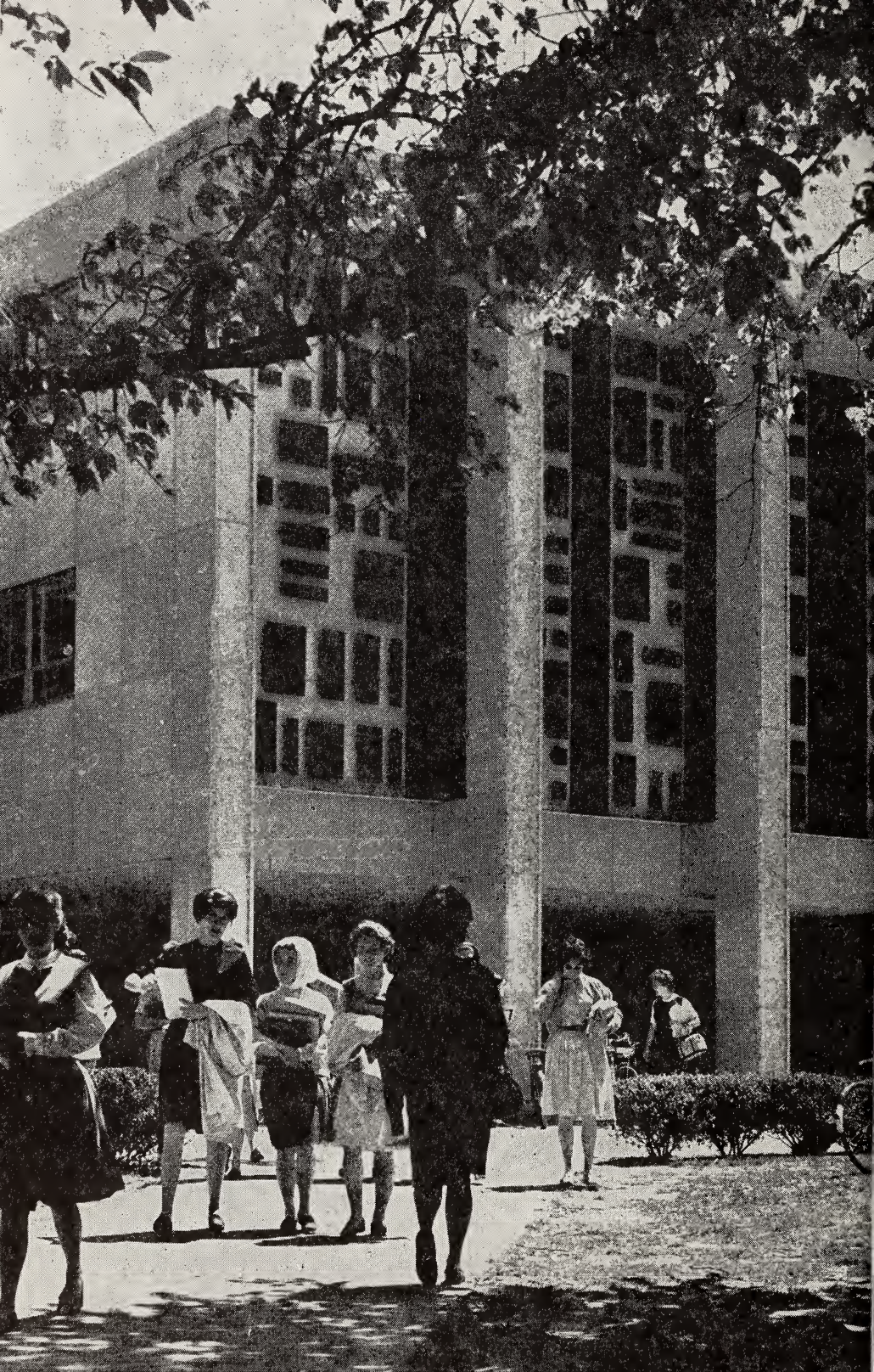
DEVELOPMENT OFFICE

The Office of Developmental Affairs was set up in June 1962. Its purpose is to seek the advancement of understanding and support of the University. This includes interpreting the University to its constituent groups, involving them in affairs of the University and soliciting and encouraging financial support from them for the University. George W. Hamer, Greensboro, N. C., is director.

The University maintains a news bureau for the purpose of publicizing university events and for providing information to people of the state regarding the activities of the campus and the members of the student body. Albert A. Wilkinson is in charge of the News Bureau.

PART II.

Expenses



II. EXPENSES

RESIDENCE STATUS FOR TUITION PAYMENT

The tuition charge for legal residents of North Carolina is less than for nonresidents. A legal resident of North Carolina is one who has his domicile in this State. It is important that each applicant for admission and each enrolled student know his residence status for tuition payment and understand the regulations governing residence status. The following regulations cover most factual situations:

1. A person twenty-one years of age or older is not deemed eligible for the lower tuition rate unless he has maintained his legal residence in North Carolina for at least six months next preceding the date of his first enrollment in an institution of higher education in this State.

2. The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this State is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is still living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

3. The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident minor student at the time of his first enrollment whose parents have subsequently established legal residence in North Carolina; and (b) in the case of a resident who abandons his legal residence in North Carolina. In either case, the appropriate tuition rate will become effective at the beginning of the semester or term next following the date of change of residence status.

4. The legal residence of a wife follows that of her husband, except that a woman student currently enrolled in this institution as a resident may continue as a resident even though she marry a nonresident.

5. Military personnel attached to military posts or reservations in North Carolina are not considered eligible for the lower tuition rate unless they have maintained a legal residence in the state for at least the six months next preceding the date of first enrollment in an institution of higher education in the state.

6. Aliens lawfully admitted to the United States for permanent residence who have established a legal residence in North Carolina according to Paragraphs number 1, 2, or 4, above, are eligible for the lower tuition rate.

7. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the lower tuition rate.

8. Discretion to adjust individual cases within the spirit of these regulations is lodged in the Business Officer of the University.

Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Business Manager.

TUITION AND REGULAR FEES— FULL-TIME UNDERGRADUATES

The University reserves the right to make changes in charges for tuition and fees without advanced notice. It is anticipated that the charges for 1966-1967 will be as follows:

For Students Living on Campus:

	In-State	*Out-of-State*
Tuition	$ 175.00	$ 600.00
Academic fees	81.00	81.00
Health service	30.00	30.00
Student Activities:		
Campus organizations	20.00	20.00
Entertainment	9.00	9.00
Student Union	20.00	20.00
Student Union Building fees	25.00	25.00
Recreation Center	10.00	10.00
Swimming pool	4.00	4.00
Room	270.00	270.00
Board	325.00	325.00
Laundry (women students) (See Laundry Service)	40.00	40.00
Total	$1,009.00	$1,434.00

For Students not Living on Campus:

Deduct Room, Board, Laundry	635.00	635.00
Total	$ 374.00	$ 799.00

ENROLLMENT DEPOSIT

An enrollment deposit of $50.00 is required of all full-time undergraduate students who will attend the University.

For continuing students, this deposit must be paid to the University Cashier prior to pre-registration and is a prerequisite to pre-registration. Students admitted through the Admissions Office (either new or former) shall send the deposit to the Director of Admissions by May 1.

This deposit is credited to the payment of the first semester. It is non-refundable unless the University finds that the student is ineligible to register for classes.

LAUNDRY SERVICE

All students who live on campus are required to pay the laundry fee. The female student rate is $40.00; the male student rate is $60.00 for 1966-67. Male students who live away from home in housing approved by the Dean of Men have the option to pay a laundry fee of $60.00 for 1966-67. Male students who elect this arrangement will be responsible for taking their laundry to the University Laundry and picking it up there. Other students who live off campus may take their laundry to the University Laundry and pay as the service is rendered.

SCHEDULE OF PAYMENTS

The annual charges as listed above are payable in equal sums each semester in amounts and on or before dates as follows:

For Students Living on Campus:

	In-State	*Out-of-State*
First Semester:		
Enrollment Deposit (Non-Refundable)	$ 50.00	$ 50.00
On Entrance	454.50	667.00
Second Semester:		
January 13	504.50	717.00

For Students not Living on Campus:

First Semester:		
Enrollment Deposit (Non-Refundable)	$ 50.00	$ 50.00
On Entrance	137.00	349.50
Second Semester:		
January 13	187.00	399.50

Certain advance deposits (application fee, enrollment deposit, etc.) have been required of students. If any of these were announced as *creditable*, the amount of the student's *first* payment under the schedule as listed above should be reduced in the amount of such deposits.

TUITION AND FEES

Special, Unclassified, and Part-time Students
Undergraduates

A. Incidental Special, Unclassified, and Part-Time Students. These students are defined as follows:

1. Study represents an activity secondary to a full-time occupation.
2. Residence is off campus (unless by special advance arrangements).
3. Six or fewer semester hours are scheduled.

Such students will pay $9 per credit hour of instruction ($32 for out-of-state students), plus an academic fee of $5 per semester regardless of the number of hours scheduled. Incidental students are exempt from the activities fee.

B. Regular Special and Unclassified Students and Part-time Degree Candidates.

These students are defined as follows:

1. Those for whom study is the primary activity.
2. More than six semester hours are scheduled.

Credit Hours	*Academic Fees*	*Activities Fees**	*Tuition*		*Total Fees*	
			In-State	*Out-of-State*	*In-State*	*Out-of-State*
7	$28.00	$29.50	$63.00	$224.00	$120.50	$281.50
8	32.00	29.50	72.00	256.00	133.50	317.50
9	36.00	29.50	81.00	288.00	146.50	353.50
Over 9	Same as for full-time undergraduates					

SPECIAL FEES

Late Registration: All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of $5. This fee is payable upon completion of registration.

Audits: Auditing a course includes the privilege of being present in the classroom, but not participating in class discussion or laboratory or studio work. An undergraduate student paying *full* tuition and fees may audit one course per semester without additional fee. An undergraduate student paying part tuition and fees may not audit more than two courses per semester, paying same tuition charges as credit courses. These fees are payable in full at the time such courses are scheduled.

*This fee includes the use of the Student Union, the Recreation Center and the Swimming Pool. It does not include the student activities fee for campus organizations nor the lecture-entertainment series. A fee of $4.50 per semester entitles either a regular or incidental student to admission to the lecture-entertainment series, University Theatre, and movies.

Practice Teaching: A fee of $10 for a three-hour course, or $20 for a six-hour course, is charged during the semester in which the course is scheduled. These fees are payable in full at the time such courses are scheduled.

Applied Music (Individual Instruction): *Music majors* receiving *individual* instruction in any department of applied music will pay, in addition to regular tuition and fees, $30 per semester for the first course scheduled and $15 per semester for each additional course, if required. *Other students* will pay, in addition to regular tuition and fees, $30 per semester for each course. All fees are payable at the time of registration.

Applied Music (Group Instruction): Should the special instruction be given in *classes* rather than by *private lessons* the fees are one-half those shown above *except* for the registration fee which, if required, remains at $10 per semester.

Music Practice Fees and Instrument Rentals: Special fees are charged for use of practice rooms and/or instruments. A schedule of such fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable at the time of registration.

Laboratory Breakage: The standard academic fees charged all students include the *use* of laboratory facilities. Students are required, however, to pay for any equipment *broken or lost.* A laboratory breakage deposit of $5.00 is required. The amount due is determined by the several departments after periodic inspections and inventories. Any unused portion of the breakage deposit will be refunded at the end of the academic year.

Special Medical Service Charges: While the Health Service fee covers ordinary medical services in the University Infirmary; X-rays, certain unusual medications, and immunizations are provided at minimal cost upon the recommendation of the University Physician. Such fees are determined by the University Physician and are payable upon receipt of a statement from the Cashier. Non-resident students confined to the University Infirmary will be charged $1.50 per day for meal service.

Graduation Fee: For degree candidates, a fee of $10.00 covering rental of cap and gown and cost of diploma, is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees in absentia. A similar fee of $7.50 is required of students completing the course in Nursing Education and $6.25 for Commercial students.

OTHER EXPENSES

The foregoing statements cover essentially all of the charges to be paid to the University Cashier. In order that students and parents may develop reasonable accurate budgets, a few other expenses are listed.

Books and Supplies: These are to be paid for as purchased, either from the University Book Store or other available suppliers. The cost varies in accordance with the courses of study, but generally runs $50-$100 per year.

Dormitory Furnishings: Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads and towels; and room accessories, such as study lamps, draperies, scatter rugs, wastebaskets, etc.

Uniforms: All students are required to purchase an approved gymnasium outfit. These outfits are available at the University Book Store. The cost ranges from $11 to $21. Students in Nursing Education, during their freshman year, must purchase uniforms and accessories at a cost of approximately $50. Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of self-help jobs require special uniforms. Unless the student has advance information as to *exactly* what is required, it is preferable to purchase these items after arrival.

Dry Cleaning: The University Laundry handles *wash goods only*, the cost of such services being included in the laundry fee. Woolens and other articles requiring dry cleaning must be sent out to local establishments.

TUITION AND REGULAR FEES—GRADUATE STUDENTS

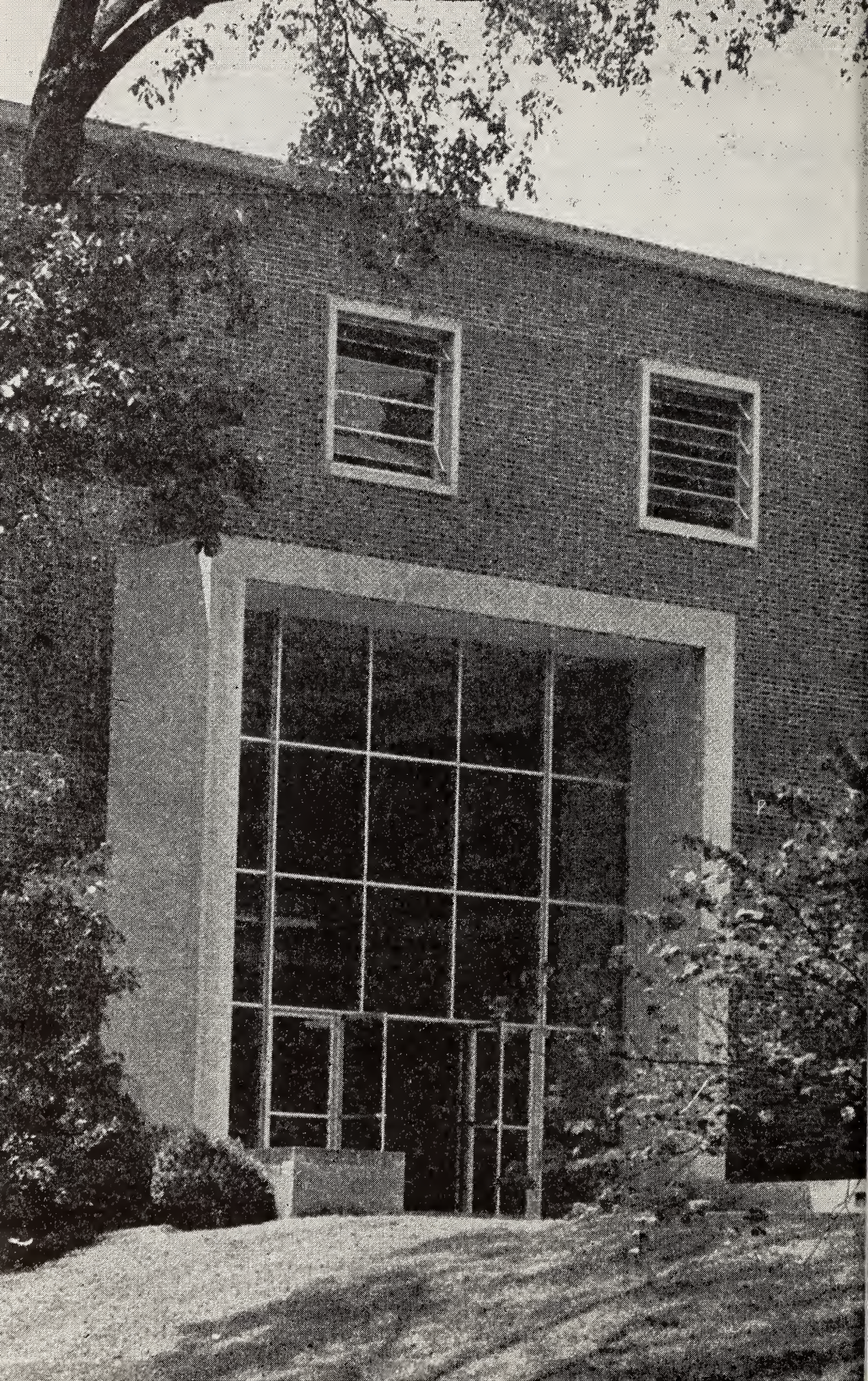
Graduate students will recognize that many of the listed expenses will apply to them as well as to undergraduates. There is, however, a different method of calculation of standard tuition and fees. Details are carried in The Graduate School section of the catalogue.

REFUNDS

The student's account may be adjusted for withdrawal during the first nine weeks of the semester. The student will receive adjustment of charges for tuition, academic fee, room, board, and laundry; no other fees will be prorated. The student will pay one-tenth of the semester's charges for the above listed charges for each week he remains in residence; no adjustment of charges will be made after the ninth week of the semester under any circumstances.

PART III.

Financial Aid



III. FINANCIAL AID

The University makes every effort within the bounds of its available resources to encourage and assist young people of ability and seriousness of purpose to secure a college education. Lack of adequate funds to meet the necessary expenses should not bar a good student who desires to attend college from realizing that desire. If the student is willing to work, and seeks financial help, the University will give assistance insofar as is possible and feasible.

Students needing assistance in meeting their expenses while attending the University should discuss the matter with the Student Aid Officer. Resources available include fellowships, scholarships, awards, loans, and opportunities for part-time employment. The Student Aid Office is located in the Administration Building.

The University of North Carolina at Greensboro participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating the University of North Carolina at Greensboro as one of the recipients, by March 1, 1967. The PCS form may be obtained from a secondary school or the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540 or P. O. Box 1025, Berkeley, California 94704.

SCHOLARSHIPS AND AWARDS

The following are arranged alphabetically by the key word in the name of the fellowship or scholarship.

Alumni Scholarships. The Alumni Association of the University through its Alumni Annual Giving Program has established six scholarships valued at $500 each for incoming Freshman. These Scholarships will be awarded for one year only with the understanding that they will be renewed subject to the scholar's performance and conduct being satisfactory to the Alumni Scholars Committee. Alumni Scholars will be selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need and demonstrated ambition. Inquiries should be addressed to the Alumni Office, University of North Carolina at Greensboro.

American Business Women's Association Scholarship Fund. The Greensboro Chapters of the American Business Women's Association—Greensboro Charter Chapter, Lou-Celia Chapter, Cardinal Chapter and Old North State Chapter—established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships

for deserving women desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the Scholarship Committee of the University working with the educational chairmen of the chapters involved. Inquiries concerning the ABWA Scholarship Fund should be addressed to the Student Aid Officer, University of North Carolina at Greensboro.

Angels of the Theatre of the University of North Carolina at Greensboro. Four awards of $250 each are made annually by the Department of Drama-Speech to outstanding upperclassmen drama-speech majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, scenery, lighting, costuming. The Angels of the Theatre of the University of North Carolina at Greensboro are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

The Winfield S. Barney Award. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is used for an award to the senior student of Romance Languages who has the highest academic average.

The Borden Home Economics Scholarship Award. The Borden Company Foundation, Incorporated, New York City, established at the University an annual scholarship award in the amount of $300. All senior students majoring in home economics who have included in their curricula two or more courses in food and nutrition shall be eligible for the award. A student will be selected from those eligible on the basis of highest scholastic achievement prior to the senior year.

The Aubrey Lee Brooks Scholarships. An endowment fund of approximately $1,000,000 was established in 1955 by Mr. Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at the University of North Carolina at Chapel Hill, the North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry, Stokes, Rockingham, Caswell, Person, Granville, Alamance, Orange, Durham, Guilford, and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at approximately $700 for each year.

The Hennie Bynum Fund. The late Judge John Gray Bynum bequeathed to the University $1,000, the income from which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

The Bess Scott Causey Scholarship. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965 The Bess Scott Causey

Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering her senior year.

The Mary Channing Coleman Memorial Fund. This fund is established by the staff and the graduates of the Department of Physical Education in memory of Miss Mary Channing Coleman, who was head of the department from 1920 until her death in 1947. The fund offers a scholarship for graduate work in health, physical education, and recreation. The scholarship is awarded to a senior candidate for the degree of Bachelor of Science in Physical Education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed her undergraduate professional education at the University within the preceding five years.

Moses Cone Hospital Scholarship-Loan Fund. This fund was established in 1960 by The Moses H. Cone Memorial Hospital. It provides scholarship-loans of up to $400 annually to deserving students in nursing. Awards are based on financial need, character, and academic standing.

Cancellation of the Loan: The full amount of each scholarship-loan, including interest, will be cancelled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital. During this period the nurse also will receive full nursing salary.

The Women's Auxiliary of Moses Cone Hospital also provides three annual scholarships of $256 each to students in nursing selected on the basis of financial need, academic standing and character.

Inquiries and applications should be addressed to the Student Aid Officer of the University of North Carolina at Greensboro.

The Danforth Summer Fellowships. The Danforth Foundation of St. Louis, Missouri, has established two annual fellowships at the University for home economics majors. Each fellowship covers the expenses of the respective award. The recipients of these fellowships are selected by the home economics faculty. One fellowship is to an outstanding junior in home economics for four weeks of study, travel, and recreation in July and August, two weeks in St. Louis and two weeks at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The other fellowship is to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca.

The Harriet Elliott Social Science Forum Fund. This fund has been set up as a memorial to Dean Harriet Elliott, who was for many years a professor of political science at the University and Dean of Women for twelve years. The income from the fund will be used for the support of the annual Social Science Forum and for the establishment of scholarships or fellowships in political science.

Escheats Fund. A number of scholarships valued at $175 are given each year to students who are residents of North Carolina, through the Escheats Fund of the Consolidated University of North Carolina.

The Faculty Scholarship Fund originated with the Fiftieth Anniversary gift of the faculty to the University. Under the leadership of the late professor Helen Ingraham the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership and need.

The Louise and Herbert Falk Scholarship. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award of $250 to a worthy and needy student.

The Henry A. Foscue Interior Design Scholarship. Established by Mr. and Mrs. Henry A. Foscue of High Point, this $300 scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

Julius I. Foust Scholarship. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded annually to a rising senior who plans to teach.

Greensboro Branch, Guilford County Medical Auxiliary Scholarship. This fund was established in 1965 by the Greensboro Branch, Guilford County Medical Auxiliary. A scholarship covering tuition and fees is given to a deserving student in nursing from one of the following high schools: Page, Grimsley, Smith, Dudley, Notre Dame, Northwest, Northeast, Southeast, Sedalia, Brown Summit or Gibsonville. The application form may be obtained from the Student Aid Officer of the University of North Carolina at Greensboro.

The Mary Harrington Harrell Scholarship. Each Commercial Class leaves a fund to be awarded at the beginning of the second semester to a student in this department who is doing creditable work and who needs financial assistance.

The Leonard B. Hurley Memorial Scholarship. This memorial fund was established by friends of Dr. Leonard N. Hurley, who for thirty-nine years was a member of the University faculty, and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

Home Economics Staff Scholarship. This award, supported by contributions from members of the staff of the School of Home Economics, is given annually to an undergraduate on the basis of scholarship and need.

The Inter-Class Council Scholarship. The four classes contribute equally to a $500 scholarship, which is awarded annually to an incoming freshman chosen by the Scholarship Committee on the basis of merit and need.

Greensboro Junior Chamber of Commerce Scholarship Fund. This fund was established by the Greensboro Junior Chamber of Commerce on April 9, 1965 for the purpose of assisting deserving men students in need of financial assistance. Inquiries concerning this fund should be addressed to the Student Aid Officer, University of North Carolina at Greensboro.

The Dr. Elisabeth Jastrow Scholarship. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enolled in a course in art history, or who has been enrolled in a course in art history.) Application for the scholarship may be made directly by the interested student. Faculty members have the privilege of making recommendations. Applications for the scholarship should be filed with the head of the Art Department by April 1 prior to its use in the fall.

The Jefferson Standard Scholarships. These scholarships were established by Jefferson Standard Life Insurance Company in 1961, A grant of $4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership, and financial need. An award of $1,000 will be made each year to an incoming freshman woman. The scholarship is renewable subject to satisfactory performance by the scholar. The deadline for applications is February 15.

Betty Brown Jester. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

Mary Fields Jones Memorial Scholarship. This scholarship, established by the alumnae of Cumberland County, is given annually to a student from Cumberland County.

The Roxie Armfield King Scholarships. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King bequeathed to the University of North Carolina at Greensboro a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

Kroger Scholarship. The Kroger Company provides one $250 scholarship for a freshman in home economics. Awards are made on the basis of scholastic achievements in high school as well as leadership qualities demonstrated in school, church, and youth organizations. Need for financial aid may also be considered.

The Spencer Love Scholarships in Fine Arts. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine Arts which will be awarded to four incoming Freshmen each year. The scholarships are valued at $500 and will be renewable provided the scholastic record and conduct of the scholar are satisfactory to the Spencer Love

Scholarship Committee. Requests for information concerning these scholarships should be addressed to the Student Aid Officer, University of North Carolina at Greensboro.

The Mrs. Charles D. McIver Memorial Scholarship Fund. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the $5,000 gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

The Mendenhall Scholarship Fund. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, left a fund of $2,091.41 to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student 'who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

The James G. K. McClure Educational and Development Fund, Inc. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties.

The value of each scholarship is $300. The awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need."

The Grace Van Dyke More Memorial Scholarship. Miss Grace Van Dyke More, a member of the faculty of the School of Music for twenty-two years, bequeathed to the University an endowment of $3,000 which has been supplemented by a gift of $600 from Edna Williams Curl, '33 and Nita Williams Dunn, '28. The income is awarded annually to a student in music education.

The Hattie DeBerry Meisenheimer Scholarship Fund. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of the University at Greensboro.

Music Scholarships. A number of scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School of Music.

Dorothy van Deusen Opdyke. Funds for this scholarship are provided by the Southern Baptist Convention for the benefit of needy students from the mountains.

Palmyra Pharr Scholarship Fund. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. The value of the fund is $64,404. Preference is given to residents of Rowan and Cabarrus counties.

Phi Beta Kappa Scholarship. Epsilon Chapter of Phi Beta Kappa in North Carolina awards every fall a scholarship of $100 to that junior who in her first two years at the University at Greensboro has made the highest average in her class.

Charles W. Phillips Scholarship Fund. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962 after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund will be awarded annually to a deserving student in need of financial assistance.

Helen Lee Pickard Memorial Fund. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the University. The income from the fund is given annually to a needy student.

The Pilot Life Insurance Scholarship. This scholarship program was established by Pilot Life Insurance Company in January 1965. An award of $750 will be made to a student on the basis of character, scholarship, leadership and financial need. The scholarship is renewable subject to satisfactory performance by the scholar. The deadline for applications is February 15 and inquiries should be addressed to the Student Aid Officer, University of North Carolina at Greensboro.

Pixie Playhouse Award in Drama. Each year an award of $250 is made to an outstanding upperclassman drama-speech major who is especially interested in children's theatre. The Pixie Playhouse makes the award upon recommendation of the Department of Drama-Speech. The Pixie Playhouse is composed of the University Theatre, the Greensboro Junior League, and the Greensboro City and Guilford county school systems, and produces a series of plays for children each year. The assistantship is in business management.

Eunice Kirkpatrick Rankin Scholarship. This memorial scholarship has been established by the alumnae of the Atlanta chapter.

Myrtle Spaugh Reeves Scholarship Fund. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

The Katharine Smith Reynolds Scholarships. These scholarships were established by the Zackary Smith Reynolds Foundation on November

16, 1962, as a memorial to Mrs. Katharine Smith Reynolds. Scholarships will be awarded each year to twelve incoming freshman women from North Carolina who have been nominated by their high schools. The selection will be based on scholarship ability, character, leadership, and need. The scholarships are valued at $1,200 a year and are renewable subject to satisfactory performance by the scholars. The deadline for nominations is January 20.

Scholarship in Science. The Faculty Science Club offers a scholarship to a rising junior, a rising senior, or a graduating senior majoring in any department represented in the Science Club. The award is made on the basis of scholarship, personality, and financial need. The fund for the award consists of a percentage of the dues of members of the Science Club, contributions which the various student organizations in science may make, and of gifts from members of the Science Club and from others interested in science.

Sears-Roebuck Foundation Scholarships. Scholarships of $200 are given each year to three graduates of North Carolina high schools who wish to enter the School of Home Economics. Funds for the scholarships are provided by the Sears-Roebuck Foundation. Preference is given to students from rural areas, and awards are made on the basis of need, scholastic record in high school, participation in 4-H club projects and other community activities.

The Anna Howard Shaw Scholarship Fund. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

Mary Eliza Spicer Scholarship. This award of $200 is given annually to a freshman with interest in the Romance Languages. The recipient is chosen from selected students by a competitive examination which must be taken at the University during the preceding spring semester. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

The Susan Stout Scholarship. Established by her family, her classmates, and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in Physical Education with the highest academic average for six semesters.

Cornelia Strong Memorial. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

W. Raymond Taylor Scholarship in Drama. An award of $250 is made each year upon the recommendation of the Head of the Department

of Drama-Speech to a major in drama-speech. The fund was established by the Broadway Theatre League of Greensboro in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

The United Daughters of the Confederacy Scholarships. The North Carolina Division of the United Daughters of the Confederacy offer scholarships at the University to descendants of Confederate veterans. These scholarships are worth $175 each.

The University of North Carolina at Chapel Hill each year offers a scholarship to a graduate of the University at Greensboro. Its value is $1,000. Application is made to the Administrative Board, Graduate School, University of North Carolina at Greensboro.

University Stores. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

Henry Weil Fellowship Fund. The late Mrs. Henry Weil of Goldsboro, North Carolina, established in memory of her husband a fund now amounting to $22,000 known as the Henry Weil Fellowship Fund.

(1) The Henry Weil Fellowship shall be awarded each year to a member of the graduating class, but if there is no member of the class who meets the conditions of the award, the committee shall have the right to award the fellowship to a member of any class graduating within the preceding five years.

(2) A committee shall be appointed by the Chancellor to assist in making the award.

The Mina Weil Memorial Scholarship Fund. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil has given $3,000 for the establishment of a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

The Mina Weil Scholarship Fund. Mrs. Janet Weil Bluethenthal has established an endowment of $6,000 in honor of her mother. The income from this fund is granted for scholarships.

Mina Weil Special Scholarship Fund. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

The Winfield Scholarship Fund. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment of $3,000. The income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

Annie McIver Young Scholarship. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University the sum of $5,000, the income from which is given annually to an earnest, needy senior.

The following alumni chapters have established scholarships for worthy students: Forsyth, Sampson, Greensboro, Wake, Columbia, S. C., Atlanta, Ga., and the Greater Washington Area.

LOAN FUNDS

Loans are based on the scholarship of the student as well as on her financial needs. The total amount available for any student is limited. All loans are secured by notes signed by the borrower and two guarantors. Interest at three per cent begins in June after graduation or after withdrawal from the University at Greensboro. Loan funds are listed herein alphabetically by the keyword in the name of the fund.

Name of Fund and Donor	Amount as of June 30, 1965
Alamance County Chapter of the Alumnae Association	$ 800
Alumnae Class Organ	1,182
Alumnae Loan and Scholarship	37,560
Sarah Atkinson; Class of 1939	465
Austin; gift of Miss Emily S. Austin, Class of 1901	1,275
Annette Beck; Class of 1956	126
Boyd; gift of Mrs. James Boyd	400
Bryant; bequest of Victor S. Bryant	7,500
Gladys Bullock Memorial; Mrs. S. F. Bullock	345
Daphne Carraway Memorial;	
Miss Irma Carraway, Class of 1897	985
Class of 1925	252
Class of 1929	800
Class of 1932	375
Class of 1933	88
Class of 1935	645
Class of 1936	550
Class of 1940	250
Judge E. B. Cline; Mrs. E. B. Cline	50
Laura H. Coit; faculty and students	4,500
Ida Houghton Cowan; Miss Ida H. Cowan, Class of 1902	256
Federation of Women's Clubs	204
Mollie K. Fetzer; T. J. Fetzer	950
Frank P. Graham; Emergency	552
Martha Irvin Groome Memorial;	
Miss Ina Lee Groome, Class of 1934	161
Claude Heath; Mrs. W. O. Nisbet	134
Home Economics Club	710

Lucille Horn Memorial; Alumnae of Davie County	50
Ivey; gift of J. B. Ivey	350
North Carolina Association of Jewish Women	397
Nancy Lee Kiser Memorial; Class of 1958	103
Flora Patterson Lane; Mrs. Jean Lane Fonville	206
Bertha Marvin Lee Memorial; Miss Cornelia Strong	155
Liberty Hall Chapter Daughters of the American Revolution Membership Memorial	2,020
Elizabeth Crow Mahler; Miss Sue May Kirkland	417
Katharine Mavity Martin; Faculty Wives Club	300
Masonic Theatre Educational Fund of New Bern; Scottish Rite Masons of Eastern North Carolina	547
McIver; Alumnae of the College	18,326
McLean; gift of Miss Jessie McLean	81
Virginia Barker Moffitt Memorial; Mr. and Mrs. J. Rankin Parks, Miss Serena Parks	210
Lily Conally Morehead; Mrs. Lily Mebane	9,557
Musgrove Memorial; Mrs. Jeannette Musgrove Bounds, Class of 1914	250
May Oettinger Memorial; Business and Professional Women's Club of Kinston, North Carolina	936
Rebecca Christine Phoenix Memorial; Mr. John J. Phoenix and family	350
Camilla Croom Rodman; Col. W. B. Rodman	
Winfield H. Rogers; Quill Club of 1947	195
Royal Arch and Knights Templar	4,950
Patty Spruill Memorial; Katherine D. Spruill, Commercial Class of 1931	550
Lizzie Stewart; bequest of Florence Stewart, Class of 1905	5,082
Student Government of 1935	450
Students	9,195
Mary McLean Taylor Memorial; Carrie McLean Taylor, Class of 1926	392
Carrie MacRae Tillett Memorial; Mrs. C. W. Tillett	128
Town Students	79
Mrs. Hazel Ervin Wheeler Memorial Loan Fund; The Halifax County Home Demonstration Clubs	
Ruth Gooding Worley; Mrs. Ruth Worley Simmons, Class of 1935	185
Doris Wright Memorial; citizens of Wilkes County	3,125
Pearl Wyche; bequest of Pearl Wyche, Class of 1903	1,067

FEDERAL STUDENT LOAN FUNDS

The University participates in the student loan fund program established under the National Defense Education Act of 1958, and the Nursing

Student Loan Program established under the Nurse Training Act of 1964. For detailed information concerning these programs write to the Student Aid Office.

STATE SCHOLARSHIP LOAN FUND

The 1957 General Assembly enacted legislation establishing a Scholarship Loan Fund for Prospective Teachers. A limited number of awards of not more than $350 are provided annually.

The fund is administered by the State Superintendent of Public Instruction, Raleigh, North Carolina. All scholarship loans are evidenced by notes which bear interest at the rate of 4% per annum from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree.

Scholarship loans, together with 4% interest thereon, *may be cancelled by teaching one full year in North Carolina for each annual scholarship received.* Consideration for a scholarship loan is given to the aptitude, purposefulness, scholarship, character and financial need of the applicant.

For detailed information concerning the State loan scholarship program, write to the Prospective Teachers Scholarship Loan Fund, State Department of Public Instruction, Raleigh, N. C.

PART-TIME EMPLOYMENT

There are a number of opportunities for part-time employment on campus. Students work in the dining halls, in the library, and in various departments. Applications for work assignments are filed with the Student Aid Office.

COLLEGE WORK-STUDY PROGRAM

The University participates in the Work-Study Program under Title IC of the Economic Opportunity Act of 1964. Jobs are available to students from low income families. Under this program students can work up to 15 hours a week. Applications are available from the Student Aid Office.

VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance (equal to tuition and other regular fees in the University) for residents of North Carolina who are physically handicapped. For further information write directly to the N. C. Vocational Rehabilitation Division of the State Department of Public Instruction, Raleigh, N. C.

PART IV.

Admission

IV. ADMISSION

GENERAL INFORMATION

The University of North Carolina at Greensboro accepts applications for admission to two groups, namely:

Undergraduate Students—those seeking admission to this group must have graduated from an accredited secondary school or must have completed special examinations required by the Admissions Policies Committee.

Graduate Students—those seeking admission as graduate students must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting association. For more detailed information, please see Chapter VIII of this bulletin.

All inquiries regarding the admission of undergraduate students should be addressed to the Director of Admissions, The University of North Carolina at Greensboro, Greensboro, N. C. Inquiries about graduate study should be addressed to the Dean of the Graduate School, The University of North Carolina at Greensboro, Greensboro, N. C.

Application may be made for admission to regular terms beginning in September and January, and to the summer sessions beginning in June and July. Applications to the one-year Commercial Course are reviewed only for the term beginning in September. Early application for any term is advisable. Applications from degree candidates for the fall semester must be submitted prior to August 15. Applications for the spring semester must be submitted prior to December 15. Special and unclassified students are not required to meet these deadlines. The University reserves the right to withhold the admission of any applicant who ranked in the lower half of his graduating class in high school, or for other cause. The University reserves the right of final decision in the assignment of rooms.

The University at Greensboro is on the approved list for the Veteran's Administration and may accept students for regular courses. For more detailed information, write the Registrar.

ADMISSION TO THE UNIVERSITY UNDERGRADUATE CURRICULA

Admission to the University undergraduate curricula will be limited to applicants who can qualify under one of the following provisions:

New Freshmen—students who meet requirements for admission to the freshman class as stated below but who have earned fewer than 24 semester hours of college credit.

Commercial Students—residents of the State of North Carolina who desire to complete a one-year commercial course and who meet requirements for admission to this course.

Transfer Students—students who meet requirements for admission as undergraduate students and who have earned at least 24 transferable semester hours of credit in another college or university. See the paragraph below headed Admission of Transfer Students to Advanced Standing.

Former Students—students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at the University at Greensboro but who did not complete the previous semester at the University.

Unclassified Students—students who meet the same entrance requirements as regular students, who wish to earn college credits, and who have the approval of the dean of the school or the head of the department in which the courses are to be taken. Such students must abide by the same regulations as regular students. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.) If at a later date an unclassified student changes to regular status, the credits earned while he was unclassified will be accepted only if he has satisfactorily completed the proper prerequisites.

Special Students—mature students who do not wish to earn college credit or work for a degree because of irregularities in qualifications or because of personal objectives. Such students who wish to audit *lecture* courses may be admitted by the Director of Admissions with the approval of the dean of the school or the head of the department in which the courses are to be taken. Special students who wish to enroll in a course in which individual instruction is given and where student participation is essential to the course must meet the same entrance requirements as regular students. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.)

APPLICATION FEE. Undergraduate applicants for admission are required to submit an application fee of $10 with the application form. This fee is charged to cover the cost of processing the application; therefore, it is non-refundable for all students and is not applicable toward the first payment for students who enroll.

ENROLLMENT DEPOSIT. In order to confirm his intention to enroll, each student admitted must submit a non-refundable deposit of $50. Payment is to be sent directly to the Admission Office as early as possible after the student receives notice of admission but no later than May 1 for students who are entering the following September. If the deposit is not received by May 1, the student's application will be canceled.

PRE-COLLEGE TESTING. All applicants for admission to the freshman class or the one-year Commercial Course are required to take certain tests prior to matriculation. Scores on these tests, along with other criteria, will be used in determining the admissibility of each applicant.

Each applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in December or January of the senior year in high school. For information about the Scholastic Aptitude Test, applicants should write to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. The College Entrance Examination Board makes a moderate charge for these tests. It will advise the applicants of the time and place where the tests will be given. (Note: only the Scholastic Aptitude Test is required and **not** the Achievement Tests in the subject-matter fields.) Applicants must request the Board to send their scores on these examinations directly to the Office of Admissions, The University of North Carolina at Greensboro.

ADMISSION BY SPECIAL EXAMINATION. The Admissions Policies Committee will review the application of a student who has not completed high school work if he presents fifteen acceptable units with no deficiencies and takes the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement Tests must be in English and one in social studies with the third being chosen from science, mathematics, or foreign language.

EARLY DECISION PLAN. The University of North Carolina at Greensboro offers early admission by November 15 of the student's senior year in high school for the well qualified student who has definitely decided to enter the University at Greensboro if accepted. To be considered under the Early Decision Plan, a student must take the Scholastic Aptitude Test of the College Entrance Examination Board during the junior year in high school and must complete the application by October 1 of the senior year.

Requirements for admission under this plan are more selective than under the regular admissions program. Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular candidates.

ADVANCED PLACEMENT PROGRAM. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have his record considered for advanced placement and/or credit at the University. He should instruct the College Entrance Examination Board to forward his credentials to the University at Greensboro upon completion of the examination in May of the senior year in high school.

ADMISSION TO THE FRESHMAN CLASS. Admission to the freshman class implies that the applicant may eventually become a candidate for a Bachelor's degree. A candidate for admission to the freshman class should submit on forms obtained from the Director of Admissions an official record of his secondary school course, recommendations from the principal as to his character and ability, and a recent medical report from his physician. If accepted for admission, the applicant should write immediately to the Director of Admissions acknowledging acceptance of the appointment.

An applicant for admission to the freshman class may be admitted by certificate after graduation from an accredited school, or by examination. He should present at least fifteen acceptable units of credit. A unit is defined here as credit given for a course taken in secondary school which meets for one period daily during the entire school year. For admission to candidacy for any Bachelor's degree, the student must present eleven and one-half of the fifteen units in the following subjects:

English	4
Foreign language (no credit recognized if less than two years in one foreign language is offered)	2
Mathematics (Algebra 1½, geometry 1)	2½
Social Science (history 1, elective in history, economics, sociology, or civics 1)	2
Science	1

For the Bachelor of Arts in Music or the Bachelor of Music degree, entrance units in music must be established. This work is usually taken in private lessons.

The remainder of the fifteen units may include additional study in any of the courses above and also from the following: art, Bible, music, biology, chemistry, general science, physics, foreign language, solid geometry, plane trigonometry, geography, speech, home economics, commercial arithmetic, shorthand, typewriting, bookkeeping. Not more than 3 units in vocational subjects (*i.e.*, shorthand, typewriting, bookkeeping, home economics) taken in secondary school may be included in the 15 units required for admission to the University. Entrance credit will not be granted for subjects carrying less than one-half unit.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Students are usually required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at the University with deficiencies, these deficiencies must be removed before the student can be classified a sophomore.

ADMISSION TO THE COMMERCIAL COURSE. The University offers a one-year Commercial Course for students who are bona fide residents of the state of North Carolina. Students earning a Commercial Certificate at the end of this period will have qualified for positions as clerks, bookkeepers, and secretaries. More detailed information regarding these courses may be found on page 120 of this catalogue. To be admitted to the program, an applicant must present a satisfactory high school record indicating graduation with fifteen acceptable units of work from an accredited secondary school, present a recommendation from the school, and meet the Scholastic Aptitude Test requirements. Eleven and one-half of the secondary school units should be the same as those prescribed for freshmen.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant. Often students are required to remove deficiencies as a condition of admission to the Commercial Course.

ADMISSION OF TRANSFER STUDENTS TO ADVANCED STANDING. A student transferring to this institution from another college or university must fulfill the requirements for admission to the freshman class. Scores on the Scholastic Aptitude Test are required if the student has fewer than 24 semester hours that will transfer to the University. An official transcript from the secondary school and from each college previously attended showing honorable dismissal must be presented. Recommendations should be sent from each institution previously attended. A catalogue of the institution from which he transfers, marked to indicate the courses taken, should accompany the application. (Applicants may be asked to take special tests as a condition of admission.) Application forms and official transcripts should be filed with the Director of Admissions before April 1 for those seeking to enter the fall semester, and before December 1 for those seeking to enter the spring semester.

Transfer students who enter the University after attendance at junior colleges will receive transfer credit for no more than 64 semester hours plus two semester hours of physical education.

Applicants from non-accredited institutions (see "Transfer Credit", page 92) must meet the requirements in effect for admission to the freshman class, including a satisfactory high school record and scores on the Scholastic Aptitude Test, as well as meeting the *C* average requirement for transfers explained below.

An average of at least *C* in all previous college work attempted and in transferable courses is required for admission to advanced standing. A course passed with the lowest passing grade at another institution does not give hours credit toward graduation, but may be used to satisfy a subject requirement of the University. The quality as well as the quantity of the student's previous college work will receive consideration when credit to be allowed is determined. Should the student's work during the first year at the University prove unsatisfactory, the amount of transfer credit allowed may be reduced.

ADMISSION OF FORMER STUDENTS. Students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula but who did not complete the previous semester should apply for readmission to the Director of Admissions. If such students have earned credits at another college or university since last attending the University at Greensboro, they must submit an official transcript of credit from that institution before they can be readmitted.

HOUSING

The University reserves the right to approve the housing of all students whether they live on or off the campus. The administration is authorized to establish minimum standards of health, safety, and general welfare in regard to housing and to require that students maintain their residence in quarters which comply with these standards.

Every student is required to keep on file in the appropriate office the complete and correct address of his place of residence, both home and local.

SUMMER SESSION

The University at Greensboro operates a Summer Session of two six week terms. Classes are organized on a two-, four-, or six-weeks basis, enabling students to carry on a program of studies in the various departments best suited to their summer needs. Upper-division undergraduate courses and graduate courses are open to graduate students desiring credit on their advanced degree programs or renewal of their teaching certificates. When possible to do so, students may carry any combination of two-, four-, or six-weeks courses as long as they do not carry a load of more than one credit hour per week. Special workshops and conferences enrich the opportunities for summer session study.

Graduate students contemplating the continuation of their study during the summer, or initiating summer work, should make application to the Graduate School at Greensboro and apply for summer study through the office of the Director of the Summer Session.

EXTENSION COURSES, WORKSHOPS, INSTITUTES AND SPECIAL ACTIVITIES

The University of North Carolina at Greensboro desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate, and to offer to them and to other citizens of the state cultural and professional courses. The State does not provide this service except as is may be self-supporting; but afternoon or evening courses can be arranged at a minimum cost to persons on or off the campus. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged. For graduate students who register for extension work, up to 6 semester hours of graduate credit may be counted toward the Master's degree.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state and as a contribution particularly to girls and women who may participate in them. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, The University of North Carolina at Greensboro, Greensboro, N. C.

PART V.

Degrees

SCIENCE

V. DEGREES

GENERAL INFORMATION

The University of North Carolina at Greensboro is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, American Association of Colleges for Teacher Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. Its graduates are eligible to membership in the American Association of University Women.

The University confers seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Secretarial Administration, Bachelor of Fine Arts, and Bachelor of Science in Medical Technology. A certificate is given those who complete the one year commercial course. Certain curricula of the Graduate School of the University are offered. These curricula are in the fields of Biology, Business Education and Secretarial Administration, Education, English, French, History, Home Economics, Music, Physical Education, Psychology, and Fine Arts.

The minimum quality point ratio (see p. 97) required of all Bachelor's degrees is 2.0. The two years of required physical education are not included in this computation.

A student who qualifies may do honors work (see p. 78).

Courses primarily for freshmen are designated as Grade I, numbered 100-199; those primarily for sophomores as Grade II, 200-299; those primarily for juniors and seniors as Grade III, 300-399. Grade IV, 400-499, indicates courses primarily for seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students, courses numbered 600-699 are open only to graduate students.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The minimum requirement for the degree of Bachelor of Arts is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 97). The hours required must include the following:

Courses	*S.H.*
English 101-102[1]	0- 6
Humanities	12
History 101-102[1]	0- 6
Social Science (above Grade I)	6
Foreign Language	6-18
Natural Science and Mathematics	12-14
Physical Education	2
Major Subject above Grade I	24-36
Electives and other non-major requirements including teacher certification	20-62
	122

These requirements are subject to the following restrictions:

Foreign Language:

The languages which meet this requirement are French, German, Greek, Latin, Russian, and Spanish. The following criteria will be employed in determining the number of hours required:

High School language confirmed by examination	*S.H.*
1. Less than 2 years	18
2. 2 to 3 years	12
3. 4 years (if language offered is continued)	6

Humanities:

The humanities required may be met by the following:

A. English 211 ..... 3 hours
B. English 202 or 212 or 252[2] ..... 3 hours
C. Six hours from the following ..... 6 hours
(At least three hours credit must be taken from approved humanities electives in art, drama, music, dance, or philosophy.)
Art 103, 325, 330, 334, 341, 349
Classical Civilization 111, 335, 336, 397, 398
Drama 121, 333
English 105, 201, 202, 212, 251, 252, 337, 338, 339, 340, 342, 343, 344, 345, 346, 357, 358, 359, 360, 371, 382, 507, 508, 536, 541, 550, 555, 556
French 207, 208, 313, 327, 330, 331, 340, 545, 573
German 205, 206, 317-318, 321, 322, 325, 326, 327, 328, 332, 345, 346, 401
Greek 201-202, 203-204, 325, 326, 401, 402, 403, 404

[1]For exceptionally well qualified students this requirement can be waived by examination.
[2]In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

History 215, 216, 549, 550, 569, 570
Home Economics 504, 514, 536
Latin 103-104, 201-202, 301, 302, 303, 326, 333, 402
Music 141, 331, 332, 341, 342, 431, 432
Philosophy 111, 221, 311, 312, 321, 322, 323, 348
Physical Education 354, 522, 523
Russian 507, 508
Spanish 207, 208, 321, 324, 326, 327, 328, 334, 510

No student may meet the Humanities "C" requirement by work in his major field. Courses taken as part of the Foreign Language requirement cannot also be counted as part of the Humanities requirement. A course taken to meet the Humanities "B" requirement cannot also be counted as part of the Humanities "C" requirement.

Natural Science and Mathematics:

The following combinations of courses will meet this requirement:

If first year science or mathematics was:	*Second year should be:*
Biology	Chemistry, mathematics, or physics
Chemistry	Biology, Geography 211-212, mathematics, Psychology 211-212
Mathematics	Biology, chemistry, or physics
Physics	Biology, Geography 211-212, mathematics, Psychology 211-212

No student may offer geography in partial fulfillment of both the Natural Science and the Social Science requirement.

Social Science Above Grade I:

The 6 hours above Grade I may be taken in history, political science, economics, sociology, anthropology, or geography. No student may offer geography in partial fulfillment of both the Social Science and the Natural Science requirement.

Major Subject:

The departmental major is composed of a sequence of courses within one department. The following subjects offer an opportunity for a departmental major: art, biology, chemistry, drama-speech,[1] economics and business administration, English, French, geography, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science,[2] psychology, Spanish, and sociology.[3]

[1]A student majoring in drama may take up to 6 hours of speech in addition to the 36 hours in drama above grade 1.
[2]A student majoring in political science or history cannot have more than a total of 42 hours of work in history and political science, beyond the required freshman history, count toward graduation.
[3]Majors may take a maximum of 42 semester hours in sociology and anthropology combined in courses above grade 1.

A student must take not less than 24 nor more than 36 hours in courses above Grade I in the major subject; except that whenever, during his freshman year, the student takes courses above Grade I in lieu of Grade I courses in his major subject, the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. The student should consult the dean or department head for specific course requirements in his major subject.

Three interdepartmental majors are available: elementary education; early childhood education; recreation.

Electives:

Electives open to *freshmen*: Art 101, 103; Astronomy 101; Classical Civilization 111; Drama-Speech 111, 121; Economics 111; English 105; Geography 101; Health 101; History 105; Music 141; Philosophy 111; Sociology 111.

Upper-class electives may be chosen from the various subject matter fields outside the major field.

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Freshmen may take no more than 4 hours of applied music.

FRESHMAN-SOPHOMORE REQUIREMENTS

Freshman and Sophomore requirements must ordinarily be taken in the freshman and sophomore years. A student who has not completed freshman requirements at the end of the freshman year or sophomore requirements at the end of the sophomore year may be placed on summer school probation to complete these deficiencies before entering the sophomore or junior year. In exceptional cases a required subject may, with the consent of the faculty adviser and The Associate Dean, be taken later than the freshman and sophomore years.

Freshmen are expected to register for the following courses:

Courses	*S.H.*
English 101-102	0-6
History 101-102	0-6
Foreign Language	6
Biology 101-102; Chemistry 111-112; Mathematics 110, 112, or 121, 217; or Physics 101-102	6-8
Electives	6
Physical Education	1

Freshmen planning to teach should elect Health 101

Some exceptions to these requirements follow:

Premedical students and those preparing to be medical laboratory technologists are advised to take biology and chemistry in the freshman year and two science courses in the sophomore year.

Students who plan to major in biology, chemistry, or physics are strongly urged to take a science and mathematics or two sciences in the freshman year.

Students who plan to major in mathematics and who wish to secure a certificate to teach general science also are advised to choose both mathematics and a science in the freshman year.

Sophomores are expected to register for the following courses:

Courses	*S.H.*
Humanities	6-12
Foreign Language (continuation of freshman language) see page 58	6
Science or Mathematics (see page 59)	6- 8
Social Science (Grade II, see page 59)	6
Electives (Grade II)	6
Physical Education	1

Sophomores planning to teach should elect Psychology 221.

JUNIOR-SENIOR REQUIREMENTS

In his junior and senior year each candidate for the degree of Bachelor of Arts must complete a considerable amount of work in a field of concentration. The selection of the field for intensive study shall be made by the student after consultation with his faculty adviser or academic adviser not later than the second semester of his sophomore year. Vocational counseling is available to students needing help in choosing a field of study.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or above, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the Associate Dean and the student's major adviser.

TEACHER EDUCATION

All students must make formal application for admission to teacher education. A speech screening test is required of all students in teacher education. A speech deficiency must be removed prior to application for student teaching.

Each student seeking to enter the Teacher Education Program must have a recommendation from the dean or department head in the school or department in which he is majoring.

To be eligible to take supervised teaching, a 2.0 quality-point ratio is generally required, a recommendation by the dean or department head who is the student's major adviser, and evidence of satisfactorily meeting the speech requirement.

Students desiring to teach in the high school may credit not more than 15 hours of Education toward the Bachelor of Arts degree. Students taking the Bachelor of Science degree may take 18 hours of Education upon the advice of the major adviser and The Associate Dean. Students preparing to teach in the elementary grades may credit 21 hours of Education toward the Bachelor of Arts degree; except that where a student offers for graduation courses required by the North Carolina Department of Public Instruction specifically for certification in Special Education, 24 hours of Education are allowed.

INTERDEPARTMENTAL MAJORS

Interdepartmental majors are offered in the following areas: Elementary Education, Early Childhood Education, and Recreation.

An interdepartmental major includes work in two or three departments. When in two departments, not less than 15 hours nor more than 21 shall be offered in one subject, the minimum total to be 36 hours above Grade I. When in three departments, not less than 9 hours in a subject shall be offered toward the major, the minimum total to be 42 hours.

Requirements for the three interdepartmental majors are listed on the following pages. Additional information will be furnished upon request.

Interdepartmental Major in Elementary Education

Courses	*S.H.*
English 101-102	0- 6
Humanities: English 211, and 202 or 212 or 252	6
Philosophy, Art, Music, Drama or Dance	3
Elective in humanities	3
History 101-102	0- 6
History 211, 212	6
Biology 101-102	6
Mathematics 110, 112 or 301, 302	6
Foreign Language (one)	6-18
Chemistry 201	3
Physics 201	3
Health 101	3
Physical Education	2
Health and Physical Education	3
Art 101, 333	6
Music 361	3
Geography 335 and elective in regional geography	6
Political Science 321 or 322	3

Psychology 221[1]	3
*Electives (to be used in academic concentration)	12
Education 330, 443, 444, 446, 481, 463	21
Total minimum requirement	122

*Students must develop an academic concentration of 18 s. h. above Grade I in one of the following areas: English, foreign language, history, mathematics, science, social studies. If a student selects social studies as the area of concentration, Sociology 211, Anthropology 212, Economics 325, and a history or anthropology course in an area outside the Western world must be included.

All students in this major are required to take the speech screening test. Any required work to remove deficiencies in speech must be accomplished before the application to student teaching will be approved.

Interdepartmental Major in Early Childhood Education

The Interdepartmental Major in Early Childhood Education leads to a Nursery-Kindergarten Certificate.

Courses are the same as for an interdepartmental major in elementary education, with the following exceptions:

Instead of the academic concentration students add in the junior and senior years:

Courses	*S.H.*
Home Economics 302	3
Home Economics 532	3
Drama 596	3
Electives in Humanities	3- 6
Education 330, 413, 414, 424, 481, 463	21
Total minimum requirements	122

All students in this major are required to take the speech screening test. Any required work to remove deficiencies in speech must be accomplished before the application to student teaching will be approved.

Interdepartmental Major in Recreation

An interdepartmental major in Recreation leading to a Bachelor of Arts degree is offered by the Departments of Sociology and Physical Education.

A committee composed of one member from each of the departments of Sociology and Physical Education administers the program. A student will

[1]May be satisfied with credit in Psychology 211-212.

be admitted to this major only after approval by the two departments. The following is the curriculum:

FRESHMAN-SOPHOMORE REQUIREMENTS

Courses	*S.H.*
English 101, 102	0- 6
Humanities (see page 58)	12
History 101-102	0- 6
Sociology 211	3
Anthropology 212	3
Natural Science and Mathematics	12-14
Foreign Language	6-18
Physical Education 241	3
Physical Education	2
Elective[2]	

JUNIOR-SENIOR REQUIREMENTS

JUNIOR YEAR			SENIOR YEAR		
Courses	*S.H.*		*Courses*	*S.H.*	
Physical Education 339, 334	2	1	Economics 325	3	
Physical Education 344, 342	3	2	Drama 391 or 596	3	
Speech 217	2		Physical Ed. 336 or 337	1	
Sociology 525	3		Physical Ed. 338, 340, 343		4
Sociology 333, 440	3	3	Sociology 326		3
Art 336	3		Elective Sociology		3
Health 236	1		Elective (B.S.[1])		2
Political Science 322		3	Elective[2]		
Elective[2]					

Summer Experience: Between the sophomore and junior years, a student will be expected to have a playground or camp counseling experience, approved by the committee administering the Recreation major. During the summer between his junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.

PREPROFESSIONAL STUDY

Premedical Program

The pre-medical program is based upon the assumption that a broad liberal education is the best possible background for later professional medical work. A student may complete the requirements for the Bachelor of Arts degree and fulfill the requirements for entrance into medical college by majoring in any field. Pre-medical students are advised to take biology

[1]Two-hour elective to be taken in one of the B.S. departments other than the Department of Physical Education. If the student takes a three-hour course, only two of the three hours shall count in credit.

[2]The twenty-one semester hours of electives are to be taken in two or more B.A. departments other than Sociology. The humanities requirements must be completed in elective hours.

and chemistry or chemistry and mathematics in their freshman year. Elective subjects should be chosen in careful consultation with the adviser with a view to a well balanced program in the social sciences and the humanities as well as in the physical and biological sciences. The Faculty Committee on Preprofessional Education in Medicine has the responsibility for developing the broad outlines for the pre-medical program on this campus.

Medical Laboratory Technology Program

Two courses of instruction are offered to those students who wish to pursue the profession of Medical Technology. The first of these programs is one in which the student takes four years at the University after which he is granted a Bachelor of Arts degree. After graduating, the student takes an additional year of study and training in a medical school or hospital of Medical Technology which has been approved for this training by the American Society of Clinical Pathologists.

The second course of study is one in which the student receives his first three years at the University and the fourth year at the Department of Medical Technology of the School of Medicine, University of North Carolina, Chapel Hill, North Carolina. The completion of the first three years of the program at the University at Greensboro does not necessarily mean the student will automatically be admitted to the twelve month course in medical technology at the School of Medical Technology at Chapel Hill. The University grants the student a Bachelor of Science degree in Medical Technology after the completion of the fourth year, and he is then eligible for certification by the A. S. C. P.

Five-Year Program. A student may prepare for the five-year program by meeting the requirements for the Bachelor of Arts degree in either of two ways, that is, by majoring in biology and taking the necessary supporting courses in chemistry or by majoring in chemistry and taking the necessary supporting courses in biology.

Students taking this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year. The head of the department in which the student majors and the co-ordinator for the programs in Medical Technology will advise each student in planning his program. A graduate of this program is not eligible for certification by the American Society of Clinical Pathologists until he has had a year's training or apprenticeship with an A. S. C. P. approved pathologist in an A. S. C. P. approved hospital.

Four-Year Program.[1] An outline for the four-year program leading to a Bachelor of Science degree in Medical Technology follows:

[1]Transfer students will not be accepted into this program.

Course of Study

FRESHMAN YEAR

Courses	*S.H.*
Biology 101-102	6
Chemistry 111-112	8
English 101-102	0-6
Foreign Language	6
History 101-102	0-6
Physical Education	1
	33

SOPHOMORE YEAR

Courses	*S.H.*
Biology 271, 277	6
Chemistry 211, 212	8
English 211 and 212 or 252 or 202	6
Foreign Language (continuation of language taken in Freshman year)	6
Mathematics 110, 112	6
Physical Education	1
	33

JUNIOR YEAR

Courses	*S.H.*
Biology 582	3
Biology 383	3
Chemistry 325	4
Chemistry elective	4
Electives[1]	15
	32

Total for three years .. 96 hrs.

SENIOR YEAR[2]

The 12 months program in Medical Technology in the School of Medicine at the University of North Carolina at Chapel Hill, North Carolina, includes the following courses:

Courses	*S.H.*
Bacteriology, Parasitology, Serology	9½
Biochemistry, Basal Metabolism	9½
Clinical Microscopy	4½
Ethics, Laboratory Management	1
Hematology, Blood Bank	9½
Tissue Technique	5
	39

Complete total for 4 years 135 hrs.

The course of study in the four- and five-year programs in Medical Technology is essentially the same during the freshman year. At the end of the freshman year the student should decide which program he wishes to

[1]Six of the 15 hours of electives must be used to complete the social science requirement. Histology may be taken in the sophomore year, or it may be taken as an elective in the junior year.

[2]School of Medicine, University of North Carolina.

The Committee on Medical Technology will review at the end of the sophomore year the records of those students who are candidates for the Bachelor of Science degree in Medical Technology.

follow. Students who complete the five-year plan of study have the choice of many electives in the social sciences and advanced courses in chemistry and biology.

For further information, write to Director of Admissions, University of North Carolina at Greensboro, Greensboro, N. C.

Preprofessional Program in Physical Therapy

A sequence of courses has been planned for students who are preparing themselves for professional education in physical therapy. Students' programs can be planned so that they will meet the requirements for admission to the Department of Physical Therapy in the School of Medicine, University of North Carolina, Chapel Hill, N. C.

A member of the faculty will advise students interested in the preprofessional program in physical therapy. Students should see the adviser before registering for the freshman year. Additional information about this program may be obtained from the Director of Admissions.

Preprofessional Program in Social Work

The Department of Sociology has planned a sequence of courses for those students who are preparing themselves for graduate professional education in social work, and also for those students who wish to qualify for positions in social agencies for which graduate professional education is not now required. The University holds constituent membership in the Council on Social Work Education.

The head of the Department of Sociology will advise students interested in the preprofessional program in social work.

Pre-Engineering Curriculum

A two year pre-engineering curriculum is offered. The program is planned for students who may transfer to North Carolina State of the University of North Carolina at Raleigh. The program is as follows:

Freshman Year

	S.H.
General Chemistry 111-112	8
General Physics 103-104	8
English 101-102	6
History 101-102	6
Analytic Geometry 217	3
Calculus I 191	3
Physical Education	1
	35

Sophomore Year

English 211, and 212, or 202, or 252	6
Principles of Economics 211-212	6
Calculus II 292	3
Calculus III 293	3
Physics 324 (Mechanics)	3
Differential Equations 432	3
Electives	6
Physical Education	1
	31

Pre-Legal Program

Students who plan to prepare for Law School may select their major in any field. Law Schools do not generally require that applicants for admission present college credit in any specified subjects. Students are selected primarily on the basis of their college records, material furnished in their application for admission, and their score on the Law School Admission Test. A prelegal adviser will counsel interested students.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

BACHELOR OF SCIENCE IN HOME ECONOMICS

The School of Home Economics offers several curricula, organized to meet specialized subject-matter interests and the requirements of official groups responsible for the accrediting of professional training courses.

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 97). The distribution of hours is as follows:

Courses	*S.H.*
English 101-102	0- 6[1]
Humanities	
A. English 211	3
B. Three hours from the following: 212 or 252 or 202	3
Science (see requirements for each sequence below)	12-14
History 101-102	0- 6[1]
Social Science above grade I	6[2]
Foreign Language (one) or reading knowledge	12[3]

[1]For exceptionally well qualified students, this requirement can be waived by examination.
[2]For certain specified sequences (Foods and Nutrition, Institution Management, and Interior Design), the remaining six must be in economics and/or sociology. Home Economics Education must have economics and sociology.
[3]To prove a reading knowledge of a language, a student must take an examination, the result of which will be judged for accuracy in understanding of the pages read.

Art 101	3
Physical Education	2
Home Economics:	
Core H.E. 103, 205, 212, 341, 446	15
Major	17-22
Non-Home Economics courses required in various Home Economics majors	3-24
Electives	8-33
Home Economics	0-15
Other	0-33

The major sequences in Home Economics are: Child Development and Family Relations; Clothing; Textiles; Food and Nutrition; Institution Management; Home Economics Education; Interior Design; and General Home Economics.

Child Development and Family Relations: Science (6-8 hours must be taken in biology, chemistry, or physics; the remaining hours may be in mathematics, biology, chemistry, physics, or Psychology 211-212); Psychology 221 or 211-212, Psychology 326, Psychology 342; Education 446, 481, H.E. 213, 302, 412, 462, 522, 532, 542; home economics electives and general college electives 15-23 S.H.

Merrill-Palmer appointments: Juniors or seniors in this major are eligible each semester of the academic year to attend the Merrill-Palmer Institute in Detroit, Michigan, where they have an opportunity for special study in Child Development. Students should make application early in their junior year to the Dean of the School of Home Economics.

Clothing: Science (6-8 hours must be taken in chemistry, physics, Psychology 211-212, or Biology 101-102); the remaining hours in chemistry, physics, mathematics, Psychology 211-212 or Biology 101-102; Psychology 221, if Psychology 211-212 was not elected; Art 224 and one additional art elective; H.E. 101 or 121, 301, 311, 504, 514, 551, 561, 571; home economics electives and general college electives 17-24 S.H.

Textiles: Science (eight hours must be taken in chemistry; the remaining six in physics, organic chemistry or mathematics); H.E. 101 or 121, 514, 524, 541, 561; Art 224, and 6 semester hours of a natural science and/or mathematics. Home Economics electives and general college electives 26-30 S.H.

Food and Nutrition: Chemistry 111-112, Biology 101-102; Physics 301; Biology 277, 381; Chemistry 205, 306; social science (economics, sociology or Psychology 221); Education methods or principles; H.E. 303, 313, 503, 515, 533, 573, 583, 593; home economics electives and general college electives 9 S.H.

Institution Management: Chemistry 111-112, Biology 101-102; Chemistry 205, 306; Biology 277, 581; Business Education 338; Education methods or

principles; Psychology 221, Industrial Psychology or Personnel Psychology; H.E. 303, 313, 503, 509, 519, 520, 549, 593, 573; home economics electives and general college electives 4 S.H.

Home Economics Education: Chemistry 111-112, Biology 101-102; Mathematics 301; Physics 301; Psychology 221; Education 350, 481; H.E. 101 or 121, 213, 302, 303, 313, 311, 357, 405, 467, 478, 515; home economics electives and general college electives 6 S.H.

To be admitted to the Home Economics Education program students must attain an over-all 2.0 grade average and a 2.25 grade average in home economics courses before enrolling in the first professional course in home economics, H.E. 357.

Interior Design: Science (6-8 hours must be taken in biology, chemistry or physics; the remaining hours may be mathematics, biology, chemistry, physics or Psychology 211-212); Art Electives 12 S.H.; Physics 301 (unless Physics 101-102 has been elected); H.E. 305, 345, 500, 515, 535, 536, 546, 555, 575; home economics electives and general college electives 15-16 S.H.

General Home Economics: Chemistry 111-112, Biology 101-102; H.E. 101 or 121, 213, 303, 515; H.E. courses above Grade II 9 S.H.; Physics 301 (unless Physics 101-102 has been elected); home economics electives and general college electives 25-28 S.H.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 97).

Courses		*S.H.*
English 101-102[1]		0 - 6
Foreign Language[2]		6 or 12
History 101-102[1]		0 - 6
Social Science above Grade I		6
Humanities		9
a. English 211	3 S.H.	
b. English 212, or 202, or 252	3 S.H.	
c. Humanities elective	3 S.H.	
Natural Science and Mathematics		12 - 14
a. Biology 101-102		
b. Chemistry, or Mathematics, or physics, or biology		

The Department of Physical Education offers five sequences which are organized to meet specialized interest of students and the requirements of

[1]For exceptionally well qualified students, this requirement can be waived by examination.
[2]If a student chooses to continue language offered for admission, 6 hours will fulfill this requirement.

state and national accrediting agencies in professional education in Health, Physical Education, and Recreation. The five sequences within the department are: Teacher Education, Dance Education, Recreation in Physical Education, Corrective Physical Education, and Dance Performance.

Physical education major students are required by the Department of Physical Education to complete the following hours in physical education activities:[1]

Freshman Year—First semester: Physical Education 111 (recreational sports, speedball, swimming, body mechanics, social dance), 6 hours weekly, one-half credit. Second semester: Physical Education 112 (volleyball, gymnastics, stunts, swimming, modern dance, softball, tennis), 6 hours weekly, one-half credit.

Sophomore Year—First semester: Physical Education 211 (hockey, badminton, modern dance, swimming, tap dance, basketball), 6 hours weekly, one-half credit. Second semester: Physical Education 212 (bowling, folk dance, archery, swimming, golf and coaching), 7 hours weekly, one-half credit.

Junior Year—First semester: Physical Education 359 (hockey, soccer, basketball coaching and officiating, tennis, gymnastic teaching, marching and apparatus), 6 hours weekly, 2 credits; Physical Education 351—as laboratory hours—(child rhythms, English country dance, stunts). Second semester: Physical Education 360 (folk dance teaching, intramurals, marching, modern dance, camp leadership theory, American country dance, track and field, softball coaching and officiating), 8 hours weekly, 2 credits. Included in the Camp Program in June of the junior year: volleyball coaching and officiating, water-front supervision, swimming methods, recreational sports, boating and canoeing, practical camp leadership.

Senior Year—First semester: Physical Education 469 (sports officiating and coaching, modern dance), 5 hours weekly, 1 credit. Second semester: Physical Education 470 (sports officiating and coaching, bowling, squash, fencing, handball, lacrosse, golf methods), 5 hours weekly, 1 credit.

BACHELOR OF SCIENCE IN SECRETARIAL ADMINISTRATION

The Department of Business Education and Secretarial Administration offers five sequences of courses to provide specialization during the junior-senior years. The sequences are designed to meet special interests of students and the requirements for specific types of business and teaching positions.

[1]Majors in Dance Education and Dance Performance must complete these hours in areas of dance and selected sports.

The minimum requirements for a degree are completion of 126 hours with a 2.0 quality point ratio (see p. 97). Not more than 45 of the 126 hours shall be in Business Education and Secretarial Administration courses.

UNIFORM REQUIREMENTS

Courses	*S.H.*
English 101-102[1]	0- 6
Humanities	9
A. English 211	
B. One course from courses designated Humanities "B"	
[2]C. One 3-credit course from courses designated Humanities "C"	
Social Studies	12-18
History 101-102[1], 213[3]	
Economics 211-212	
Geography 237	
[4]Natural Science and Mathematics	9
Mathematics 3 or 6	
Biology, Chemistry, or Physics	
[5]Foreign Language (one)	6-12
Economics 233-234	6
Business Education 111, 112	2
Psychology 221[6]	3
Physical Education	2
	49 or 67

REQUIREMENTS FOR SEQUENCES

The five sequences are: Basic Business Teacher, Comprehensive Business Teacher, Distributive Education, Merchandising, and Secretarial. Requirements for the sequences are:

Basic Business Teacher: Economics elective, 6 s. h.; Business Education 213, 214, 333, 501 or 502 and additional course in accounting, 504, 506, 509; Education 350, 481; Business Education 351, 352, 465, 468; additional Business or Economics, 6 s. h.; Health 101 or 301; electives 5 or 11 s. h.

Comprehensive Business Teacher: Economics electives 6 s. h.; Business Education 213, 214, 321-322, 333, 423, 424, 501 or 502, 509; Education 350, 481; Business Education 351, 352, 465, 468; Additional Business or Economics, 3 s. h.; Health 101 or 301; electives 5 or 11 s. h.

[1]For exceptionally well qualified students, this requirement can be waived by examination.
[2]May be taken during junior or senior year.
[3]Students who take History 211 should substitute History 212.
[4]Six semester hours should be scheduled in freshman year.
[5]When the language offered for entrance is continued, only six hours will be required.
[6]Psychology 211-212 may be substituted.

Distributive Education: Economics 530, Economics elective, 3 s. h.; Business Education 506, 507, 508, 518, 550 (2 s. h.); Art 101; Home Economics 341 or Psychology 535; Education 350, 481; Business Education 351, 352, 465, 468; additional Business or Economics, 6 s. h.; Health 101 or 301; electives, 5 or 11.

Merchandising: Economics 530, Economics electives, 6 s. h.; Business Education 314, 501 or 502, 506, 507, 508, 509, 518, 550 (2 s. h.); Art 101, 224; Speech 341; Home Economics 341; Psychology 535; electives, 12 or 18 s. h.

Secretarial: Economics 431 and Economics elective, 3 s. h.; Business Education 213, 214, 314, 321-322, 333, 423, 424, 501 or 502, 504, 509; additional Business or Economics, 3 s. h.; electives, 21 or 27 s. h.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS[1]

The minimum requirement for the degree of Bachelor of Fine Arts is the completion of 128 semester hours with a 2.0 quality point ratio (see p. 97). The hours required must include:

Courses	*S.H.*
English 101-102[2]	0-6
English 211 and 212 or 202 or 252	6
History 101-102[2]	0-6
Social Science (may be taken in history, government, economics, or sociology)	6
Natural Science	6
Foreign Language (continuation of language taken in high schools)[3]	6
Philosophy	6
Physical Education	2

Requirements for the Following Sequences with a Major in Art:

Art Education: Art History—Art 103, 325, 330, 349; Design—Art 101, 224, 227, 331; Drawing and Painting—Art 241, 342, 364, 383; Ceramics and Sculpture—Art 239, 336; Art Education—Art 333, 354, 461, 462; Health 101; Psychology 221; Education 350, 481; electives, 9 hours; art or a related course approved by the adviser, 9 hours.

Costume Design and Fashion Illustration: Art History—Art 103, 325, 330, 349; Design—Art 101, 224, 227, 322, 324, 327, 359; Drawing and Painting—Art 241, 342, 364, 383; Home Economics 301, 504; Physics 209; art and related courses approved by the adviser, 12 hours; Art 450, 569.

[1]Since 128 semester hours are required to complete the work for this degree, the student should plan to attend one summer session.
[2]For exceptionally well qualified students, this requirement can be waived by examination.
[3]If a new language is begun, 12 semester hours must be completed.

Design for Advertising: Art History—Art 103, 325, 357, 366, and one of the following: 329, 339, 350; Design—Art 101, 224, 227, 327, 379; Drawing and Painting—Art 241, 326, 342, 351, 364, 383; Business Education 506; Physics 209; art and related courses approved by the adviser, 15 hours; Art 450, 569.

History and Interpretation of Art: Art History—Art 103, 325, 330, 341, 349, 450, elective, 6 hours; 6 hours from the following, Art 101, 224, 241, 239; art and related courses approved by the adviser, 12 hours. Recommended courses in other fields: History 211, 553, 554; languages—Greek, Latin, German, or Romance Languages—6 hours; Physics 209, 310; Anthropology 328; Philosophy 322.

Industrial Design: Art History—Art 103, 325, 330, 357; Design—Art 101, 224, 227, 331, 359, 375; Drawing and Painting—Art 241, 373; Ceramics and Sculpture—Art 239; 344; Physics 209; Mathematics 110, 112; Business Education 506; art and related courses approved by the adviser, 13 hours; Art 450, 569.

Interior Design: Art History—Art 103, 325, 330, 349, 357, 366; Design—Art 101, 224, 227, 332, 338, 359; Drawing and Painting—Art 241, 373, 383; Sociology 326; art and related courses approved by the adviser, 18 hours; Art 450, 569.

Painting: Art History—Art 103, 325, 330, 349; Design—Art 101, 224; Drawing and Painting—Art 241, 326, 328, 342, 351, 360, 364, 383, 581; Ceramics and Sculpture—Art 239, 344; art and related courses approved by the adviser, 14 hours; Art 450, 569.

Textile Design: Art History—Art 103, 325, 341, 349; Design—Art 101, 224, 227, 359; Drawing and Painting—Art 241, 326; Home Economics 341, 514; electives: 12 hours; Physics 209; art and related courses approved by the adviser, 9 hours; Art 450, 569.

REQUIREMENTS FOR BACHELOR'S DEGREE IN MUSIC

There are three majors leading to the degree of Bachelor of Arts: Applied Music, Music Literature, and Music Theory. The hours required include:

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

Courses	*S.H.*
English 101-102[1]	0- 6
Humanities (see page 60)	12
History 101-102[1]	0- 6

[1]For exceptionally well qualified students, this requirement can be waived by examination.

Social Science (above Grade I)	6
Foreign Language	6-18
Natural Science and Mathematics	12-14
Physical Education	2
Music:	
Core	34
Major	3- 8
Elective courses	0- 5
Non-Music elective courses	25-27
	122

BACHELOR OF MUSIC

The minimum requirements for the Bachelor of Music degree vary from 124 to 132 semester hours. There are four majors leading to the degree of Bachelor of Music: Applied Music (piano, organ, orchestral instrument), Voice, Theory and Composition, and Music Education. The hours required include:

Courses	*S.H.*
English 101-102[1]	0- 6
English 211 and 212 or 202, or 252	6
Foreign Language	6
History 101-102[1]	0- 6
Physical Education	2
Music:	
Core	30
Major	41-62
Elective	0-14
Other Non-Music courses required in various music majors	0-18
Non-Music elective courses in various music majors	9-27

Course Requirements in the Bachelor of Music Sequences:

Applied Music: Music 101, 102, 103, 104, 141, 196a, b, 201, 202, 203, 204, 301a, b, 302a, b, 303-304, 365-366, 461-462, 331, 332, 371, or 372, 431, 432, 447, 473, 474; Applied Music, 28 hours; Choir or Orchestra, 4 hours, music electives, 14 hours.

Voice: Music 101, 102, 103, 104, 141, 170, 171, 201, 202, 203, 204, 301a, b, 302a, b, 331, 332, 371, 375, 376, 447, 448, 475, 476. Voice 24 hours, Piano, 4 hours; Choir, 4 hours; Chorale, 6 hours.

[1]For exceptionally well qualified students, this requirement can be waived by examination.

Theory and Composition: Music 101, 102, 103, 104, 141, 201, 202, 203, 204, 205, 206, 301a, b, 302a, b, 303, 304, 331, 332, 371, 372, 431, 432. Concentration Instrument 16 hours; secondary instrument, 8 hours; Choir, Orchestra or Band, 4 hours; music electives, 2 hours.

Music Education: Music 101, 102, 103, 104, 141, 161, 162, 163, 164, 165, 201, 202, 203, 204, 301a, b, 302a, b, 303 331, 332, 363, 364, (instrumental take 367 and 469), 371 or 372, 465, 466. Concentration instrument, 16 hours; secondary instrument, 5 hours; Choir, Orchestra or Band, 4 hours; Health 101.

Master of Education with a major in Music Education: (see graduate school p. 217).

For further information about degree requirements call or write to the Dean of the School of Music.

Associate in Applied Science in Nursing

The Department of Nursing Education offers a two-year program cooperating with Moses H. Cone Memorial Hospital. A six-week summer session in Psychiatric Nursing follows the first year of academic work at John Umstead Hospital at Butner, N. C. Students are eligible to take the Registered Nurse Licensing Examination. Admission requirements and tuition fees are the same as for all students in the university.

FIRST YEAR	Semester		SECOND YEAR	Semester	
Courses	*1st*	*2nd*	*Courses*	*1st*	*2nd*
English 101-102[1]	3	3	Sociology 211[1]	3	
Psychology 221[1]	3		Psychology 224[1]		3
Chemistry 201[1]		3	Nursing 201-202	9	9
Biology 103-104[1]	3	3	Physical Education[1]	½	½
Nursing 101-102	6	4	Elective[1]	3	3
Physical Education[1]	½	½			
Home Economics 302[1]		3			
Total sem. hrs.	15½	16½	Total sem. hrs.	15½	15½

Summer School—Nursing s150 ..... 6 cr.

THE INTERNATIONAL STUDIES PROGRAM

An International Studies Program for Juniors and Seniors with an average of 2.7 or better was approved in the Fall of 1962. This program is directed primarily to students in the various social sciences and foreign

[1]A student transferring to a four-year degree program in the university may use these courses for credit.

language departments and is designed for those interested in acquiring an understanding of world affairs.

The International Studies Program does not contemplate a separate department or degree but instead supplements the existing departmental major programs. Upon successful completion of the program the student's academic record will show under the designation for "Major" the following: ".....(major) and International Studies," *e.g.*, "Economics and International Studies." In most instances the requirements of the program can be met by fulfilling departmental requirements plus approved electives.

Direction of the Program

The International Studies Program is directed by the Committee on International Studies whose members are drawn from the Departments of Economics, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. This committee, acting in conjunction with the chairman of the major departments concerned, advises the student participants; it also directs the Senior Seminar.

Requirements of the Program

The International Studies Program requires a student to: (1) meet the basic requirements of the University and major department; (2) take at least six courses from a selected list of courses in the Departments of Economics, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. One of these courses must be International Politics and two of these courses must be taken outside the student's major department; (3) attend the Special Lecture Series and other events scheduled for this program; (4) satisfactorily complete the Senior Seminar in International Studies.

It is possible to integrate an Asian or a Latin American concentration into the International Studies Program. More detailed information may be obtained from the Committee on International Studies or from department heads.

ASIAN STUDIES

Students who desire depth of understanding in Asian problems may take courses in the departments of Art, Geography, History and Political Science, and Sociology and Anthropology. Special study relative to Asia may also be developed in these departments in connection with the Honors Program.

Recognition is given to the importance of Asia and to the necessity of all students understanding how Asians live, think and feel. Documentary films, exhibitions and concerts are scheduled each year.

For further details interested students may obtain information from the Committee on Asian Studies or department heads.

LATIN AMERICAN STUDIES

The Nations of the Americas are a family. Campus facilities, combined where possible with summer study and travel, will enable any individual student to develop a real feeling for the Latin American atmosphere.

A program in depth consisting of courses on Latin American civilization, geography, history, literature and problems may be pursued by the interested student. Special reading courses and honor work are available, and a knowledge of the Spanish language is expected. The program will be supplemented by films, lectures, and special events.

More detailed information may be obtained from the Committee on Latin American Studies or from department heads.

HONORS WORK

A comprehensive program of Honors Work for students of high promise and with superior records was established in 1962. The purposes of the program are to discover gifted students and to make available to them as much of the benefit of a liberal education as their capacities and educated interests permit. Recognizing that a university's program as a whole reflects the capacities and interests of the average student, Honors Work seeks to provide the better students with additional stimulus to full growth.

Although students who achieve the distinction of being designated as Honors Students will, for the most part, continue to enroll in regular courses with their classmates, a proportion—roughly a fourth—of their scholastic program will be composed of special sections and seminars in which only the most gifted students will participate, to give them the opportunities for growth provided by more demanding course work and more vigorous intellectual competition than is possible in the more conventional curriculum.

In cooperation with the Ford Foundation's efforts to recruit the ablest college students for academic careers, the Honors Program also makes special efforts to interest Honors Students in preparing for graduate work with a view to earning advanced degrees after obtaining the Bachelor's degree, and to encourage them to consider careers in college teaching.

Requirements for Admission to the Program

Only superior students may be considered as candidates for Honors Work. The program is under the general supervision of an Honors Council, composed of six members of the faculty, appointed by the Chancellor. The Council determines the standards of eligibility for participation in the plan

at the freshman level and makes the program available to approximately the upper ten percent of an entering freshman class, as identified by scholastic aptitude tests and high school records. Sophomores and juniors are considered eligible if their scholastic average is 3.0 or above. For seniors, a prerequisite for participation is a minimum average of 3.5 in courses in the student's major, above Grade I, and 3.0 in all other courses which carry credit (both hours and quality points) for graduation. All candidates are subject to approval of the Honors Council. Freshmen, sophomores, and juniors eligible for candidacy are notified of their status and are invited by the Honors Council to enter upon Honors Work. So far as possible, these invitations are sent prior to registration periods, but in some cases, the necessity of computing scholastic averages will postpone these invitations until the registration period itself.

For participation in Honors Work in the senior year, application for admission should be made by the student not later than May 10th of his junior year, by writing a letter of application to the chairman of the Honors Council. The student must also be recommended by three members of the faculty, including the head and one other member of the department in which Honors Work is to be undertaken. These recommendations shall be sent to the chairman of the Honors Council independently and shall, with the possible exception of the head of the department, be from members of the faculty who have taught the student.

Work of the Candidate

The first stage of the program, in the freshman and sophomore years, operates within the established frame of courses, but provides unusually stimulating and demanding sections of the courses that most students in the college may be expected to take. In the freshman year honor candidates elect special sections, open to honor students only, in one or more of the standard courses required of all freshmen (*e.g.*, English, history, languages, sciences). In addition, all Freshman Honors Candidates are obligated to attend meetings of the Freshman Honors Seminar, which offers no credit. The seminar meets in independent groups of not more than eight students, with each group under the direction of a member of the Freshman Honors Seminar Faculty. There are at least eight informal meetings during the academic year at times and places designated by the faculty member. These meetings will usually be held in the evening, frequently in the faculty member's home. In the sophomore year students again elect one or more special honors sections in their standard program, plus a one-credit-hour interdisciplinary seminar devoted to intensive study of a theme that cuts across departmental lines. Honors students are required during the freshman and sophomore years to take not less than one of the special sections available to them each semester. No upper limit in the number of special sections in which they may enroll is now contemplated, but it is proposed that careful and continuous counselling serve as a restraint upon "overloading."

The second stage of the program consists of a broad six-hour interdisciplinary seminar to be offered in the junior year. Here the student is confronted with topics relating to significant attempts of the human mind to understand itself and the human situation. The student is required to read an impressive list of books and to attend regular lectures and discussions. At this point, the student must be sufficiently mature to willingly make the expenditure of time and energy and the sacrifice of lesser distractions which this opportunity necessarily requires. In some cases the committee considers the substitution, in the second semester, of a suitable departmental course, to be approved by the Honors Council, in lieu of the regular Junior Honors Seminar's second semester. Such substitution shall be considered only when, in the opinion of the Committee on Honors work, the substitute course is consistent with the general objectives and philosophy of the honors program.

The final stage, undertaken in the senior year, consists of the activity which has heretofore comprised the university's honor program. A student spends one semester in intensive investigation of a limited sector of scholarship or in collecting materials and making preparation for an investigative or creative project, and one semester in the execution of that project. Students who complete the program are awarded special honors at graduation and enjoy the additional privilege of having their special honors work program permanently inscribed on their university transcripts.

Honors Work in the senior year (for which the Junior Seminar shall be a prerequisite) replaces six semester hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is devoted to the writing of an honors essay, to a creative project, or to an experimental project, depending upon the nature of the student's material. A director guides and assists the student in correlating the two phases of the honors program. Credits earned in the major field through honors work are included in the total hours required for majoring in that field; however an honors student in the B.A. course may take for credit the six hours of honor work in addition to the maximum allowed in the major subject. The Honors candidate shall not be permitted to enroll for more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester.

Students designated as eligible for participation in the honors program may elect to enter the program or not, as they choose. Provision is to be made for ready entry into the program at the beginning of both the sophomore and the junior years, to permit participation by students whose capacities were not at first recognized by the testing and evaluative procedures, and to permit subsequent entry to students who originally declined

to take part. A provision allowing entry as late as the beginning of the junior year permits highly qualified transfer students to avail themselves of this plan. Easy withdrawal from the program is possible for students who feel that they do not wish to continue.

JUNIOR YEAR ABROAD

A qualified sophomore in good standing and with sufficient language training may, if conditions permit, spend her junior year abroad under the auspices of an approved group, or at an acceptably accredited institution. The group must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

Interested students should consult with The Associate Dean.

REQUIREMENTS FOR MASTER'S DEGREE

See Chapter VIII, Graduate School of the University of North Carolina. (Page 217.)

PART VI.

Academic Regulations

VI. ACADEMIC REGULATIONS

ADMINISTRATION

ACADEMIC COUNSELING

The Associate Dean coordinates the academic counseling and advising services available to students. Members of the faculty serve in the associate dean's office on a released time basis so that academic advisers are always available to counsel with students. In addition, selected members of the faculty serve as faculty advisers to small groups of freshmen and sophomores, and the deans of schools and heads of departments advise the juniors and seniors majoring in their particular schools and departments. Thus each student has available to him throughout his college course a faculty member, acquainted with his needs and interests, from whom he may seek assistance in academic matters.

Academic Appeals Committee

The Academic Appeals Committee appointed from the faculty gives advice, counsel, or clarification to the Associate Dean concerning academic regulations and degree requirements that have been established by faculty action. This committee also considers special and meritorious requests for the waiver of academic regulations stated in the University Bulletin for which committee consideration is needed.

The Counseling Center

The Counseling Center offers both vocational counseling and personal counseling to individual students.

Reading Improvement Program

The Reading Improvement Program is available to help the student improve his reading efficiency. This service is designed to help as many students as possible on an individual basis. Tests and an analysis of reading difficulties are given, followed by a series of self-directed assignments to improve comprehension and speed.

Student Responsibility

Each student is responsible for the proper completion of his academic program, based on the requirements stated in the University catalog. His faculty adviser is available for counsel but the responsibility remains with the student.

REGISTRATION

Orientation Week

New students are required to be present for Orientation Week to aid them in becoming adjusted to college life as quickly as possible. The program of this week includes testing, preregistration counseling, special

lectures on student traditions, library tours, social gatherings, and registration for fall semester. Selected student leaders and members of the faculty help with this program. A schedule of orientation events is mailed in late August to all entering students.

REGISTRATION AND PREREGISTRATION DATES

Registration dates are set forth in the Calendar on Page 3 of this bulletin. Students will be notified by campus mail the hour they should report to the gymnasium to begin registration. All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of $5.00.

On the date of preregistration indicated in the Calendar (page 3 of this bulletin) each returning student shall present to the Registrar a copy of his program of study for the coming year. This program must have the official endorsement of the student's faculty adviser.

COURSE LOAD

Credits for all courses are reported in semester hours. A semester hour of credit is one fifty-minute period of recitation per week or its equivalent throughout one semester. Undergraduates normally carry 15 or 16 semester hours per semester, and are considered *full-time students* if they are carrying 12 or more semester hours for credit. Undergraduates carrying less than 12 semester hours per semester for credit are considered *part-time students*. Students may register for two half-hour lessons a week in applied music (without credit) in addition to their regular work so long as they are doing satisfactory work in all courses.

The maximum load for students who have a scholastic average of "C" in the preceding semester is 17 semester hours. A scholastic average of "B" in the preceding semester is required for students to register for 18 hours. Under special circumstances students who have a scholastic average of "B" on a program of 15 or more semester hours for the preceding semester may register for a maximum of 19 hours. These maximum hours must constitute their complete programs except for required physical education courses. Students in the Honors program and others who have a cumulative quality point ratio of 3.0 may, in special circumstances, be authorized, at the discretion of The Associate Dean, to carry a maximum of 20 hours of course work.

All permissions for extra hours are subject to the approval of the University Physician.

No resident student may carry less than 12 hours of work except by special permission.

CREDITS

No student may receive credit in any course for which he has not officially registered. Students are required to register and pay all course fees on appointed dates. Failure to do so will result in forfeiture of registration and credit.

CHANGE IN COURSE

Changes of courses should not be made after registration except in unusual cases. For one week after registration a student may make necessary changes by presenting to the Registrar a change-of-course card signed by his faculty adviser. A student is not officially dropped from a course until he has followed this procedure.

Students are not permitted to enroll in a course for credit later than one week after registration.

A course dropped after nine full weeks of instruction in a semester have elapsed shall be recorded as WF (withdrawn failing). This ruling may be waived by The Associate Dean or by the University Physician in case of illness of a student. See the Calendar on page 3 of this bulletin for deadline dates in dropping courses.

AUDITING A COURSE

Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. Auditors are not required to take examinations and tests and receive no credit. No student may change his registration from audit to credit after the date of changing courses as stated in the Calendar on page 3 of this bulletin.

WITHDRAWAL OF UNDERGRADUATE FROM THE UNIVERSITY

A student who voluntarily withdraws from The University during the academic year shall arrange official withdrawal with the Associate Dean. An unmarried student under twenty-one must present evidence from his parent or guardian approving the withdrawal.

If the withdrawal occurs within the first nine weeks of a semester, the semester will not be counted as a semester in residence. The grades shall be recorded as "W's" and shall not be used in computing the student's quality point ratio.

If the withdrawal occurs after the first nine weeks of a semester, the semester will be counted as a semester in residence. The grades shall be

recorded as "W/F's" and shall be used in computing the student's quality point ratio. Exceptions to the regulation may be made upon the recommendation of the University Physician, the Dean of Men, the Dean of Women, or the Associate Dean when circumstances exist which are beyond the student's control.

The student's fee account may be adjusted by the Business Office for withdrawal during the first nine weeks of the semester. The student will receive adjustment of charges for tuition, academic fee, room, board, and laundry; no other fees will be prorated. The student will pay one-tenth of the semester's charges for the above listed charges for each week he remains in residence; no adjustment of charges will be made after the ninth week of the semester under any circumstances.

CLASSIFICATION

At the beginning of the year regular students working toward a bachelor's degree must have acquired the following minimum semester hours of credit (exclusive of required physical education) for the classification indicated: seniors, 84; juniors, 51; sophomores, 24. They must also have removed all entrance deficiencies.

Those meeting entrance requirements and taking college courses for credit but not with the intent of earning a degree or Commercial Certificate are designated *unclassified students.* Those mature students who submit satisfactory records of education and experience but who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives are designated *special students.* Special students will not receive college credit. Further information may be found on page 50.

ENTRANCE DEFICIENCIES

A student permitted to enter the University with high school entrance deficiencies must remove them before he can be classified as a sophomore.

Deficiencies may be removed in the following ways: (1) Any deficiency may be removed by passing a proficiency examination administered by the University; (2) or by completing the course in an approved high school or through the Extension Division of the University of North Carolina; (3) or by completing the appropriate college level course in the area of deficiency.

COURSE WORK

GRADES AND QUALITY POINTS

The University uses a credit-quality point system of grading for undergraduates. Semester credits represent the number of course hours completed. Quality point ratios are determined by the semester hours attempted

and grades earned; for each hour of A, 4 quality points; for each hour of B, 3; for each hour of C, 2; for each hour of D, 1; and for each hour of F, 0.

The course grade is not based on the examination alone but also on the quality of the student's classroom work and written work throughout the semester.

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work:

Completeness and accuracy of knowledge
Intelligent use of knowledge
Independence of work
Originality

B—Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C—Average. C indicates the acceptable standard for graduation from college. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable standards should include the following factors:

Familiarity with the content of the course
Familiarity with the methods of study of the course
Full participation in the work of the class
Ability to write about the subject in intelligible English

D—Lowest passing grade. D indicates work which falls below the acceptable standard defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F—Failure. Indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. Inc. indicates that the completion of some part of the work for the course has been deferred because of the prolonged illness of the student or because of some other serious circumstances beyond the control of the student. An Inc for prolonged illness can be handed in only with the written approval of the University Physician. An Inc for other cause may be handed in only with the written approval of the Associate Dean. Concomitantly with the recording of an Incomplete grade, the instructor also files with the head of the department concerned the student's average grade and the specific work which must be accomplished before the Incomplete is removed.

(a) *How removed.* An Inc may be removed by the completion of the deferred work.

(b) *When removed.* An Inc received in a course in the regular session or in summer school must be removed within six weeks after the beginning of the student's next semester. An Inc on a course taken in summer school at another college will be considered an F unless the student has removed the Inc prior to his next registration at the University.

(c) *Grade received after removal.* When an Inc is removed, it may be replaced by A, B, C, D, or F. An Inc which has not been removed within the time limit specified under (b) automatically becomes an F.

W—Withdrawal. W indicates either that the student withdrew from the course within the period permitted for withdrawal without penalty; or that his withdrawal after the period was without penalty.

WF—Withdrawal-Failure. WF indicates that the student withdrew at a time when he was not passing the course or after the period for withdrawal without penalty.

Aud—Audited. Aud indicates that the student registered for the course as an auditor and not for credit.

A grade report of each student's work is mailed to his parent or guardian at the end of each semester, and a similar report is sent to each student at the end of the fall semester.

CONTINUING IN COLLEGE

In addition to requirements listed elsewhere in this bulletin, a student who is making satisfactory progress toward a degree passes at least 15 hours of work each semester with a quality point ratio of at least 2.0.

A student who passes fewer than nine semester hours during the first semester enrolled may be allowed to enter a second semester on scholastic probation. After the first semester, a student must pass at least nine hours each semester to continue in college or to be readmitted.

In addition to passing at least nine semester hours each semester, a student must meet the following criteria of minimum number of hours passed and quality point ratio to continue in college.

To enter the indicated year	*Minimum number of semester hours passed*	*Quality point ratio on hours undertaken*
Sophomore	24	1.3
Junior	51	1.5
Senior	84	1.7
Fifth	105	1.9

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the succeeding year shall be placed on scholastic probation to make the required average. Students placed on summer school probation to raise their quality point average in order to be eligible to return in September will be required to meet these terms by attendance in the Summer Session at this institution. Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether he is on scholastic probation.

The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken within the University (not semester hours passed). However, no more hours of "F" than hours of credit for a course will be used in ascertaining the quality point ratio. Required physical education activity courses, courses in which credit toward the degree is forfeited to remove entrance deficiencies, and courses transferred from an institution other than the University of North Carolina, are not included in the quality point ratio.

(See page 60 concerning freshman-sophomore requirements.)

The University reserves the right to deny the enrollment of a student even though he has met the above minimum quality point ratios if it is apparent from his academic progress in required courses that he will not be able to meet the graduation requirements.

HONOR ROLL

All students carrying 12 or more hours of course work are eligible for the Honor Roll. The roll is made up at the end of each semester, and the basis of selection for it is the quality point ratio attained in the semester. The Honor Roll includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior classes respectively. When the range of the highest 8%, 10%, or 12% of the given class has been determined, all students in that class whose quality point ratio falls within that range will be placed on the Honor Roll even though the number is greater than the allotted percentage for that class. Suitable recognition is accorded the recipients of this honor.

SUMMER SESSION CREDITS

Students who desire to apply transfer credit toward their degree by taking work taken in summer sessions of other colleges must have their summer school programs approved by their faculty advisers and The Associate Dean and present a copy of their proposed program to the Registrar's Office in advance of registration for summer school. The Registrar will present to the students a copy of the program for which they may register. Without this statement from the Registrar, no credit is assured. Quality points are given on all work undertaken within the Consolidated University.

Summer session students (other than those who have matriculated during the fall and spring semesters of the University) planning to apply their summer session work toward a degree must file a record of their entrance credits with the Registrar of the University previous to matriculation. Normally a student will take two courses in summer session each carrying three-semester hours credit. A maximum load for a six-week term is seven semester hours when approved by the Office of the Associate Dean.

TRANSFER CREDIT

See "Admission of Transfer Students" (page 53) for admissions requirements. The University at Greensboro accepts the accreditation of the North Carolina State Department of Education for colleges in the State. Colleges and universities outside of North Carolina must have accreditation of the appropriate regional accrediting agency for transfer credit to be accepted unconditionally. Credit for work done at a non-accredited institution will be held in abeyance until the student has done one year of satisfactory work at the University. (The term "satisfactory" is defined as meeting the requirements stated in the catalogue under the heading "Continuing in College".) Below-average grades in particular courses at the University will be considered just cause for denying transfer credit offered in similar subjects.

The nature of the work in some courses for which a student seeks credit upon transfer from another college is such that it is desirable that the credit be validated by an examination where departments require transfer credits to be so validated. The examination shall be administered by the department or school.

CORRESPONDENCE AND EXTENSION CREDITS

No credit will be given for correspondence or extension work taken while a student is registered for work at this University.

Not more than one-fourth of the requirements for a degree may be done by extension or correspondence work and not more than nine semester hours of this work may be done in any one year.

Extension credit will be accepted from any institution from which residence credit is accepted provided the student is a junior or a senior and has a cumulative average of at least *C*.

Correspondence credit will be accepted from the Extension Division of units of the University of North Carolina provided the student is a junior or a senior and has a cumulative average of at least *C*.

A validating examination will be required before a freshman or sophomore may receive credit for a course taken by extension or correspondence.

COURSE EXAMINATIONS

Every student is required to take an examination, if one is given, on every course for which he is registered. No examinations may be given except during the regular examination periods of the year in September and at the end of each semester. Please see the Calendar on page 3 of this bulletin for the date of the September examination. (See exception for senior honors students page 80).

EXAMINATIONS FOR PLACEMENT

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge the student to his best performance. It is urged that these students be encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

I. Passing an examination of this type will not alter the number of hours required in that area or subject.

II. Examinations for placement without credit will be administered by the departments or schools concerned.

III. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the student in preparing for the examination.

IV. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted towards graduation above the 100 level by the number hours so waived.

V. In all cases where requirements or prerequisites are waived, by placement examination or other means, this fact should be reported in writing to the Committee on Special Examinations and should be entered on the student's record.

SPECIAL EXAMINATIONS FOR CREDIT-HOURS TOWARD GRADUATION

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon recommendation of the department or school concerned and endorsed by the Committee on Special Examinations, an examination to establish credit.

Regulations

I. Examination for credit may be given only on those courses which have been designated by the department or school concerned.

II. The student must consult in advance with his adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.

III. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.

IV. A fee will be charged, payable after the application has been approved. There will be no refund of any part of this fee regardless of the outcome of the examination.

V. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Associate Dean and the approval of the Special Examination Committee, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.

VI. Credit and quality points will be granted only if the level of performance is C or better. Grades of D or F will not be entered on the student's record.

VII. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of a transfer student, which would serve to extend the number of hours allowed in transfer.

VIII. No junior or senior may take an examination for credit in a freshman elective course.

IX. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work immediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Special Examination Committee for special action.

X. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.

XI. Credits earned by Special Examination may not be used to fulfill residence requirements.

All special examinations for credit hours are under the supervision of a Committee on Special Examinations.

I. Special examinations shall be given only during the regular examination periods.

II. Applications shall be made to the Associate Dean, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.

III. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the office of the Dean of the Faculty.

IV. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.

V. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

CLASS ATTENDANCE REGULATIONS

Attendance at classes, laboratory sessions, and examinations is expected of all students. The regulations governing class attendance are intended to give the student special privileges within reasonable limits and at the same time to enforce a minimum of necessary restrictions. It is the obligation of the student to attend class.

1. Student Responsibility

   a. The student is responsible for all material covered in class.

   b. Each student must attend a quiz announced to the class at least one week in advance, and each student must attend laboratory sessions.

   c. "Make-up" work shall be permitted at the discretion of the instructor.

2. Attendance Probation

   An instructor may place a student on attendance probation at any time that his work is endangered or when the instructor considers that it will be to the advantage of the student. The penalty shall be Attendance Probation in the course in which the student has been reported. Penalties for cutting class or laboratories while on probation will be invoked by the Academic Appeals Committee.

   a. After a student has been notified of his attendance probation, absences shall be prohibited in that course except in the case of illness.

   b. Any unexcused absence from class in a course in which the student is on attendance probation shall make him subject to withdrawal from the course.

   c. When compulsory withdrawal occurs after the last day for dropping a course, a grade of WF shall be entered upon the student's academic record.

3. Special Regulations for Freshmen and Commercial Students

   a. In a course carrying three hours credit, freshmen and Commercial students will be permitted two cuts the first semester and three cuts the second semester. In courses with fewer credit hours, only one cut is allowed.

   b. A freshman or Commercial student will be placed on attendance probation for the remainder of the semester in a course immediately after he has taken the number of cuts permitted unless given a medical excuse by the University Physician or excused by the Dean of Men or Dean of Women.

4. Holiday Regulations

   Every student must attend his last day of classes before, and his first day of classes after, any regularly scheduled holiday. Attendance probation or other penalty may be imposed for violation of this regulation.

5. Statement of Reasons for Class Absence

   If a student misses class work because of circumstances beyond his control, he will be given a statement to that effect by either the University Physician or the Dean of Men or Dean of Women. This is for the information of his instructors.

   a. Any student who misses college work because of illness which confines him for twenty-four hours or more in the infirmary, hospital, or at home will be given a statement to that effect by the University Physician. Any student who, because of some emergency other than illness, misses college work will be given a statement to that effect by the Dean of Men or Dean of Women.

   b. Special regulations for freshmen and Commercial students: For the first semester the University Physician will grant excuses for all confining illnesses, and during the second semester for all confining illnesses of 24 hours or more. The Dean of Men or Dean of Women may excuse freshmen and Commercials for other emergencies.

6. Festival and Forum Regulations

   a. Upperclassmen may attend any forum session at their discretion unless there is a conflict with attendance regulations.

   b. A Freshman may, with the permission of the instructor in a course, substitute attendance at any session of the festival or forum for class attendance, provided the session is at the same hour as the scheduled class.

   c. These statements are subject to the following interpretations and restrictions:

1. These regulations do not apply to laboratory classes and announced quizzes as stipulated in the present Class Attendance Regulations.
2. Not later than the last class meeting previous to the opening of the festival or forum, a freshman desiring to attend should present to his instructor his request to be excused from class.

d. The Honor Policy shall apply to the student's attendance at a forum session for which he has been excused from class.

GRADUATION

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

GRADUATION REQUIREMENTS

Every candidate for a degree must satisfy all of the specific requirements of the University and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, the minimum being 120 semester hours exclusive of physical education, with a quality point ratio of at least 2.0 on hours undertaken. If more than 120 hours are taken, a quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken.

NOTE: Required physical education courses carry no quality points, and, therefore, will not be considered in computing averages.

RESIDENCE REQUIREMENTS

All students are expected to take their last year in residence at the University of North Carolina at Greensboro, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of The Associate Dean, a student may take 15 of his last 60 hours at another approved institution.

A senior transfer student must complete at least 30 semester hours in residence for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

GRADUATION WITH HONORS

Honors are awarded to seniors at commencement. For *summa cum laude*, a minimum average of 3.90 is required; for *magna cum laude*, 3.60; for *cum laude*, 3.30. Averages are computed on the basis of those courses which

have been undertaken for credit and which have been completed by the end of the first semester of the senior year. Any senior is eligible for honors who at the end of the first semester has completed at least 45 hours of work (not including hours for which credit has been received by special examinations) in residence at the University who has received not more than three semester hours of *F* in courses of Grade I and II.

TIME REQUIREMENTS

A student who does not graduate with the class with which he entered may meet general University requirements for graduation as stated in the Catalogue for the year he entered if he graduates within six years after his entrance; otherwise he will be expected to meet the requirements as stated in the University Catalogue in effect at the time of his re-entry if he returns as a full-time degree student; if he re-enters as a part-time degree student he will be expected to meet the requirements as stated in the University Catalogue in the year in which he begins work on his final 15 hours.

DUAL REGISTRATION, UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than twelve semester hours of work in his last semester of residence to fulfill all requirements for the bachelor's degree, may register for graduate courses for graduate credit provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Associate Dean. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A graduate of the University in one curriculum may receive a baccalaureate degree in a different curriculum by fulfilling the following conditions:

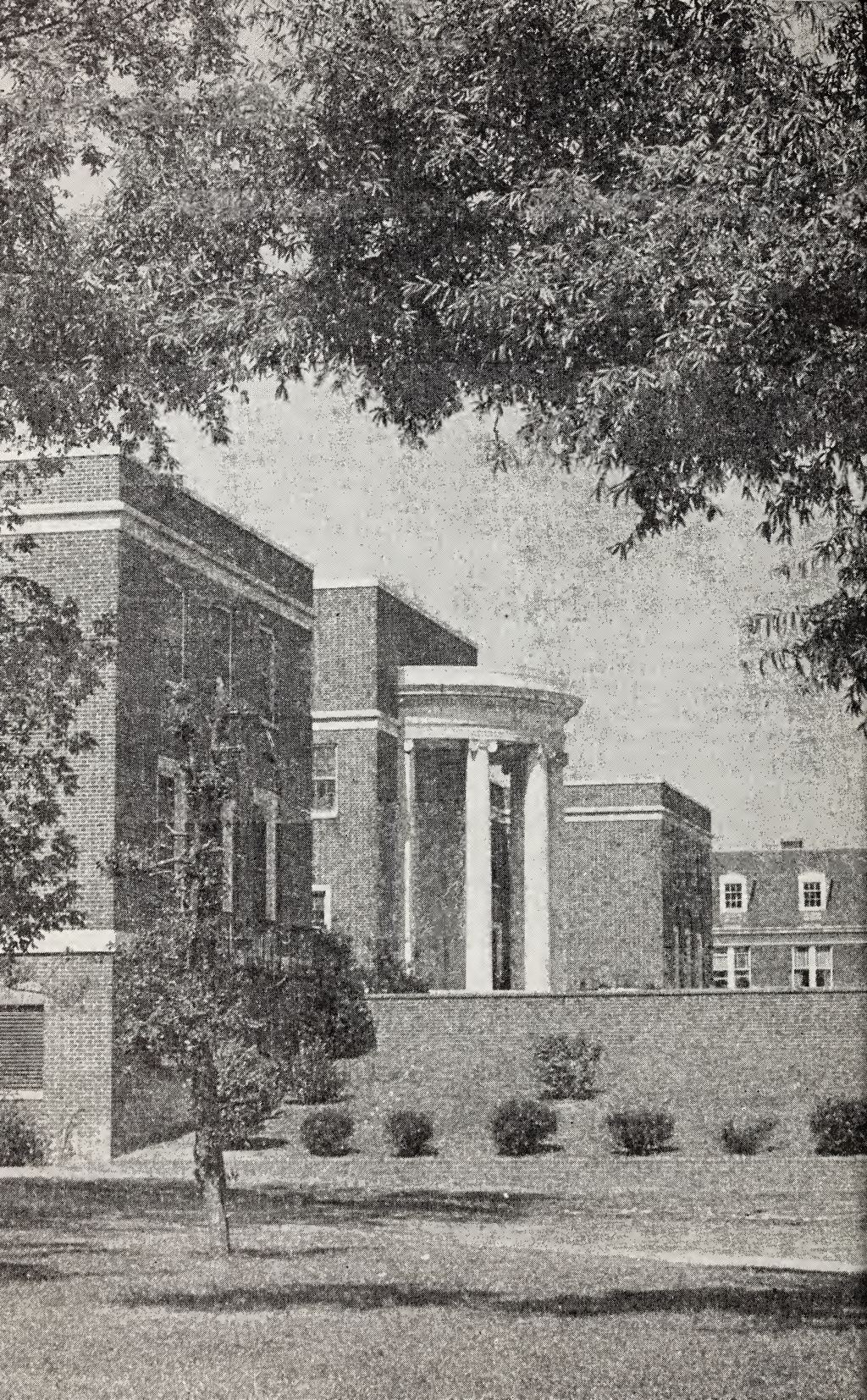
1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.
3. The same degree may not be awarded twice.

TRANSCRIPT OF RECORD

Only one complete transcript for each student registered will be furnished without charge. In the case of seniors applying for teaching certificates in North Carolina, one additional transcript is furnished without charge. Further copies will be supplied only on receipt of a fee of one dollar ($1.00).

PART VII.

Courses of Instruction



VII. COURSES OF INSTRUCTION

GENERAL INFORMATION

First semester courses are usually given odd numbers. Second semester courses are usually given even numbers. Courses which deviate from this arrangement will carry notation to the effect in their description.

An *r* after a course number indicates that the course may be given either semester.

An *s* before a course number indicates that the course is given only during the summer.

A course number preceded by the letter "C" indicates course for certification credit only.

A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester.

A hyphen (-) between course numbers indicates that no credit toward graduation will be given for either course until both are successfully completed.

A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hours credit given for the course; the second and third figures indicate the number of lecture and laboratory hours (or studio) normally scheduled each week for one semester in the course. For example, (3:2:3) means that the course carries three semester hours credit, and meets two lecture hours and three laboratory hours each week. Graduate and certain other courses may have only one figure enclosed in parentheses; for such courses this figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

Courses of Grade I are numbered 100-199 and are primarily for freshmen and sophomores; those of Grade II, 200-299, primarily for sophomores; those of Grade III, 300-399, primarily for juniors and seniors. Grades IV, 400-499, indicates courses open to seniors. Grade V, 500-599, includes courses open to advanced undergraduates and graduate students. Courses numbered 600 and above are open only to graduate students.

It is a requirement of the University that department heads obtain the special approval of the Chancellor to offer regularly scheduled undergraduate classes for which fewer than five students enroll, or graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, it may be withdrawn.

DEPARTMENT OF ART

Professors CARPENTER (Head of the Department), REARDON[1], SEDGWICK, THRUSH; Part-time Associate Professors BARKSDALE, HARDIN, PARTIN; Assistant Professor GREGORY, KEHOE; Instructor CONWAY; Curator-Instructor TUCKER; Lecturer MARTIN; Part-time Instructors SLOAN, STROTHER; Graduate Assistants COFFIE, FAIRES, GORDON, HUNTLEY, NICHOLSON.

COURSES FOR UNDERGRADUATES

Design

101r. **Design** (3:1:6). Basic course in the fundamentals of design.

224. **Color** (3:1:6). A continuation of 101 with emphasis on color. Required of all art majors. Pr. 101.

227. **Lettering** (3:1:6). A study of letter forms and their application in layout. Pr. 101.

322, 324. **Costume Design and Fashion Illustration** (3:1:6), (3:1:6). A basic study of creative design in costume and illustration. Pr. 101, 224, 241.

323. **Interior Design** (3:1:6). Creative work in interior design. Pr. 101, 103, 224, 241.

327. **Design for Advertising and Display** (3:1:6). A course for students interested in advertising art. Pr. 101, 103, 224, 227.

331, 375. **Three Dimensional Design** (3:1:6), (3:1:6). Problems using a variety of materials executed with emphasis on design and suitability for mass production. Pr. 101, 103, 224, 241.

332. **Architectural Design** (3:1:6). Work in architectural design. Pr. 101, 103, 224, 241.

336r. **Introduction to Crafts** (3:1:6). Problems using a variety of materials including wood, clay, metal, and various textile processes.

338. **Perspective and Architectural Rendering** (3:1:6). Various media and instruments are used to develop skill and knowledge necessary for making pictorial representations and perspective renderings. Pr. 101, 103, 241, 373.

359. **Textile Design** (3:1:6). Emphasis on structural design in weaving. Pr. Art 101, 103, 224.

361. **Printing of Textiles** (3:1:6). A course of advanced practice and execution of original designs for printed textiles. Pr. 101, 224, 241, 331, 359.

[1]Part-time.

362. Weaving of Textiles (3:1:6). Application of the materials and techniques of weaving. Pr. Art 101, 224, 241, 331, 359.

379. Art of the Book (3:1:6). A course for students interested in book illustration. Pr. 101, 103, 224, 241.

450. Co-ordinating Course (3:2:2). The purpose is to co-ordinate the previous course work of the student in the field of art. Pr., senior standing.

493-494. Honors Work (3:1:6)-(3:1:6).

Drawing and Painting

241. Drawing (3:1:6). Basic course in the fundamentals of drawing and composition. Required of all art majors.

326. Woodcut and Wood Engraving (3:1:6). The development of creative ability and technical skill in this graphic medium. Pr. 101, 103, 224, 241.

328. Etching (3:1:6). Technical processes of etching, drypoint, aquatint, soft ground, etc. Pr. 101, 103, 224, 241.

342, 360, 383. Painting (3:1:6), (3:1:6), (3:1:6). Experimental studies in the techniques of painting. Pr. 101, 103, 224, 241.

351. Lithography (3:1:6). Composition in black and white, using the lithograph stone as a medium of expression. Pr. 101, 103, 241.

364. Figure Drawing and Painting (3:1:6). This course is devoted to figure drawing in black and white. Pr. 101, 241, 342.

373. Mechanical Drawing (3:1:6). To equip the students to produce and read working drawings and plans. Pr. 101, 103, 241.

Photography

209r. Photography (3:1:6). Scientific study of equipment and techniques used in photography. Special attention given to scientific and artistic conditions needed to portray photographically an original. Students must purchase films and papers.

310. Advanced Photography (3:1:6). Continuation of 209. Emphasis placed on special techniques used in research laboratory, also field of art. Work with special types of film, including color. Students must purchase films and papers. Pr. 209.

History and Interpretation of Art

103r. Introduction to Art (3:3). Intensive analysis of selected monuments and artists.

325. Modern Art (3:3). The development of the major artists and movements of the 19th and 20th century, with emphasis on painting.

329. Primitive Art (1:1). Examples of the arts of prehistoric and primitive cultures. Pr., junior standing.

330. Ancient Art (3:3). Egyptian, Mesopotamian, Greek, Etruscan, and Roman architecture, sculpture, and painting. Pr. Art 103.

334. Arts of East Asia (3:3). The development of architecture, sculpture, painting, and minor arts in India, China, and Japan. Pr., junior or senior standing.

339. American Art (1:1). The major styles and artists of North America from Colonial times to the present.

341. Arts of the Middle Ages (3:3). Early Christian, Byzantine, Romanesque, and Gothic Art. Pr. Art 103.

349. Renaissance and Baroque (3:3). Development of architecture, sculpture, and painting of the 15th through 18th century. Pr. Art 103.

350. Renaissance Art (1:1). Selected types of Renaissance sculpture and painting.

357. History of Architecture (3:3). A study of the architectural forms and the chief historic styles.

366. History of Furniture (2:2). Period styles of furniture and interior design and the relation of these to the life of the time.

Ceramics and Sculpture

239. Modeling (3:1:6). A general course in the preparation and designing and modeling in clay.

344. Sculpture (3:1:6). Study of the sculptural and plastic problems encountered in various sculptural media. Pr. 101, 103, 239.

Art Education

333. Curriculum and Teaching Methods in the Elementary School (3:2:2). A study of the aims and the philosophy of art education in the elementary school. Pr. 101. (Count as Art credit)

354. Curriculum and Teaching Methods in the Secondary School (3:2:2). The aims of art in the public school, the curricula of the creative program in schools for kindergarten through high school, and the selection preparation, and use of teaching materials. Pr. 18 sem. hrs. of art. (Count as Art credit)

461r, 462r. Student Teaching (3:1:4), (3:1:4). Supervised student teaching at the elementary and secondary school level. Pr., senior standing, Education 350, Art 333, 354. Certificate requirement for art education majors. $10 fee. (Count as Education credit)

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

521. Serigraphy (3:1:6). Creative work in silk screen painting. Pr. advanced undergraduate or graduate standing.

569r. Studio Problems (3:3). Special problems adjusted to the needs and interests of the individual students. Pr., senior or graduate standing.

581. Painting (4:1:8). Theories, methods, and techniques characteristic of recent trends in painting. Pr., senior or graduate standing.

COURSES FOR GRADUATES

A graduate major in Painting and Graphic Arts is offered within the Department of Art as a part of the degree program leading to the Master of Fine Arts. (See p. 206). Graduate courses sufficient to constitute a minor in Painting and Graphic Arts or Art History are also available.

626. Woodcut and Wood Engraving (3:1:6). Printing in black and white, and color. Pr., graduate standing.

628. Etching (3:1:6). Experimentation with processes of etching, drypoint, aquatint, soft ground, etc. Pr., graduate standing.

631. Design (3:1:6). Two and three dimensional design, emphasizing plastic qualities. Pr., graduate standing.

642, 660, 664. Drawing and Painting (3:1:6), (3:1:6), (3:1:6). Creative work in drawing and painting. Pr., graduate standing.

651. Lithography (3:1:6). A study of the use of the lithograph stone as an art medium. Pr., graduate standing.

654. Art Education (3:3). Selected problems of curricula, administration, method, and general education. Pr., graduate standing.

687, 688. Painting Research Seminar (3:3), (3:3). Research and study on selected painting problems. Pr., graduate standing.

694. Thesis (2 to 6).

MINOR PROGRAM MAY BE SELECTED FROM THIS GROUP:

634. Painting in East Asia (3:3). A study of the development of painting in East Asia. Pr., graduate standing.

649. Italian Renaissance Painting (3:3). The development of painting in Italy from 1300 to 1600. Pr., graduate standing.

650. Northern Renaissance Painting (3:3). The development of painting in the northern European countries from 1350 to 1700. Pr., graduate standing.

661, 662. Modern Painting (3:3), (3:3). Important art movements and theories will be studied. Pr., graduate standing.

690r. Experimentation and Analysis—Painting and the Graphic Arts (3:1:6). This course is designed to provide an understanding of painting as a creative activity. Not open to painting majors. Pr., graduate standing.

Tools of Research and Composition—Painting (3:3). See Philosophy 690—Aesthetics. Required of all graduate majors in painting.

Note: The graduate course in Philosophy of Education (Education 696) may be taken as a part of the minor in painting.

DEPARTMENT OF BIOLOGY

Professor EBERHART (Head of the Department), ANDERSON, WILSON; Associate Professors ANDERTON, BERKELEY, DAWLEY, GANGSTAD, HARPSTER, ROGERS; Assistant Professors LUTZ, MCCRADY, MORRISON, SANDS; Lecturers LUND, CUTTER, VAN PELT; Instructors HARRIS, READ.

The department permits those students who can demonstrate a mastery of the material covered by its General Biology course to register for advanced courses. It also encourages students who demonstrate superior ability to undertake special problems, assistantships and Honors Work. These students are also advised to apply for admission to the Summer Undergraduate Research Programs sponsored by the National Science Foundation, and to present papers before the Collegiate Academy of the North Carolina Academy of Science.

101-102. General Biology (3:2:3)-(3:2:3). Selected plants and animals are studied to emphasize basic biological principles.

222. Plant Morphology (3:2:3). Selected types of Thallophytes, Bryophytes and Tracheophytes.

241. Invertebrate Zoology (3:2:3). A survey of invertebrate zoology with emphasis on representative types. Pr. 101-102.

251. Comparative Anatomy of Vertebrates (4:2:6). Comparative study of anatomy and evolution of vertebrates with dissection of representative types. Pr. 101-102.

271r. Mammalian Anatomy (3:2:3). Human anatomy with study of skeletons, models, and anatomical preparations and the dissection of the cat. Pr. 101-102.

277r. Vertebrate Physiology (3:2:3). A study of human physiology with emphasis on homeostatic mechanisms. Pr. 101-102.

[1]**321. Floriculture** (3:3). The practical aspects of plant anatomy and physiology are applied to the growth and care of domestic plants, including propagation methods, soil requirements and the control of plant diseases. The basic principles of landscape and floral design are emphasized with demonstrations and field trips.

324. Plant Physiology (3:2:3). A study of the physiological processes involved in plant growth and behavior including the effect of such environmental factors as climate and soil. Pr. 101-102 or Chem. 111-112.

[2]**326. Introductory Course in Biochemistry** (3:2:3). A survey of general biochemistry, emphasizing basic biochemicals and metabolic systems. Pr. Chem. 205 or 211, 212.

[1]**333r. Natural Science** (3:2:3). A general course to cultivate interest and understanding of the natural environment with field study of natural sites. One over-night trip.

372. Histology and Microtechnique (3:1:6). Histological study and preparation of animal cells, tissues and organs. Pr. 271, 251.

383. Introduction to Clinical Pathology (3:2:4). The course introduces the student to a career in Medical Technology. Stress is placed upon the reasons for doing clinical tests and only to a lesser extent on actual performance of tests. The subject matter includes the relationship of the laboratory to medical practice, the causes of disease, and the effects of disease, both structural and physiological. Practical procedures are correlated with the underlying principles of biology and chemistry.

493-494. Honors Work (3:3)-(3:3).

499r. Biological Problems (3 or more). Individual studies in Biological Research Laboratory work and readings of the student will be guided by regular conferences with the instructor in charge. Times by arrangement. The problem will be planned with the Director of Undergraduate Biology Research during the fall semester.

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[1]This course cannot be used to fulfill the science requirements for graduation.
[2]Same as Chemistry 326.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

524. Local Flora (3:2:3). Classification and identification of flowering plants with field work and one over-night trip. Pr. 101-102 or 222.

525r. Plant Histology and Anatomy (3:2:3). Preparation of plant materials for microscopic study and the origin, differentiation and organization of plant tissues. Pr. 222-324.

527. Terrestrial Ecology (3:2:3). Relationship of plants to their environment with emphasis on plant associations and distributions. Field work with one over-night trip. Pr. 101-102.

529. Aquatic Ecology (3:2:3). A study of aquatic organisms and environments with emphasis on basic principles of population and community ecology. Pr. 101-102.

[1]535-536. Biochemistry (4:3:3)-(4:3:3). Organic chemistry of major biochemical groups, followed by study of enzymes, vitamins, and hormones, metabolic systems, energy transfer and bio-oxidation. Pr. Chem. 211, 212, 325.

549. Co-ordinating Course: Problems in Biology (3:3). Current problems in the biological sciences. The student is expected to make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments. Required of all senior biology majors.

554. Experimental Embryology (4:2:6). Experimental and classical embryology are combined in this course. Experiments on normal and abnormal fertilization, cleavage, and gastrulation are conducted on living eggs from the sea urchin, frog, and chick. Selected systems are studied in the organogenesis of the frog, chick, and pig. The course includes a seminar on differentiation, regeneration, and wound healing.

570. Natural History of Vertebrates (3:2:3). Classification, identification and life histories of all classes of vertebrates, with field work. Pr. 101-102.

575. Physiology of Activity (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277 and Chem. 101-102 or 103-104.

577. Physiology of Vertebrates (3:2:3). The function and control of mechanisms of vertebrate animals, with basic laboratory techniques in physiology. (Not open to those who have taken 277.)

578. Cellular Physiology (3:2:3). The fundamental activities of cells with respect to nutrition, response, growth and reproduction; considering animal cells, plant cells and microorganisms. (Not offered in 1966-67.)

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[1]Same as Chemistry 535-536. "Major students in the respective departments of chemistry or biology who take either of the biochemistry courses shall count them in their own major department, subject to all of the usual restrictions applying to courses in the major sequence."

581. **General Microbiology** (3:2:4). The fundamentals of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101-102, Chem. 101-102 or 103-104.

582. **Pathogenic Bacteriology** (3:2:4). Relation of pathogenic microorganisms to disease in man. Pr. 581.

584. **Immunology** (3:2:4). The principles of immunology and serology with laboratory applications. Pr. 581.

592. **Genetics** (3:3). Theory of organic evolution. Mendelism and modern trends in genetics. Pr. 9 hours of biology or permission of the instructor.

COURSES FOR GRADUATES

601A[1]. **Biology for the Secondary School Teacher** (2). A review of fundamental biological facts and principles with particular reference to those concepts included in the North Carolina Handbook for Elementary and Secondary Schools as applied to the teaching of Biology.

601B[1]. **Recent Developments in the Biological Sciences** (2). A study of recent advances in biology and their application in the teaching of high school biology students.

603ab[1]. **Selected Topics in Biology** (3), (3). A study of fundamental concepts in biology as these are related to other sciences included in general science: metabolism, photosynthesis, ecology, evolution, reproduction, inheritance. Thirty lecture and twelve laboratory hours. Prerequisites: graduate standing.

607A[1]. **Cellular Physiology for the Secondary School Teacher** (2). A study of the biological cell as the basic unit of life. Cellular structure and function and the dynamic features of growth and differentiation at the cellular level.

607B[1]. **Genetics and Inheritance for the Secondary School Teacher** (2). A study of Molecular and Mendelian Genetics with emphasis on organic evolution.

691. **Advanced Problems in Biology.** Individually supervised study in any field of biology. Hours per week and credit to be arranged.

691a Biochemistry-physiology, 691b developmental biology, 691c morphology (plants or animals, 691d genetics evolution, 691e ecology-animal behavior.

699. **Research in Biology.** Independent research under the guidance of a faculty member designated by the Head of the Department after consultation with the student. This will include the preparation of a master's thesis. Hours per week and credit to be arranged.

[1]Not applicable to M.A. degree in Biology.

BUSINESS EDUCATION

DEPARTMENT OF BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION

Professors LITTLEJOHN (Head of the Department), JOYCE; Associate Professors HARDAWAY, WHITLOCK; Assistant Professors SIEVERS, SMITH; Instructors, JONES, DARNELL, GRILL; Part-time Lecturer SECHREST; Teaching Fellows COLEMAN, WALKER, WATSON.

The curriculum leading to the degree of Bachelor of Science in Secretarial Administration integrates a broad general education with special education for students who are planning to enter business or business teaching. Five areas of concentration are provided: (1) a business teacher sequence, leading to basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Basic Business Teacher Certificate; (2) a business teacher sequence, leading to clerical, stenographic, and basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Comprehensive Business Teacher Certificate; (3) a distributive education sequence, leading to store service positions and distributive education positions in secondary schools—meeting the requirements for the North Carolina Distributive Education Teacher Certificate; (4) a merchandising sequence, leading to store service positions; (5) a secretarial sequence, leading to secretarial and related positions.

The requirements in the freshman and sophomore years comprise a basic liberal arts program. Basic courses in economics which provide a fundamental understanding of the operation of business and economic organization are prerequisite for the more specialized courses offered in this department.

For the requirements for graduation with the degree of Bachelor of Science in Secretarial Administration, see page 71.

Graduate work leading to the degree of Master of Science and Master of Education with a major in business education is offered through courses in both the regular sessions and the summer sessions at the University of North Carolina at Greensboro.

See also Chapter VIII, Graduate School.

COURSES FOR UNDERGRADUATES

111. **Fundamentals of Typewriting** (1:3). Development of basic typewriting skills as a vehicle of communications.

112. **Intermediate Typewriting** (1:3). Further emphasis on basic typewriting skills with their application to business letter writing, tabulating,

manuscript typewriting, and an introduction of office production and office production measurement. Pr. 111 or the approved equivalent.

213. Problems in Typewriting (1:3). Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated reports, and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or the approved equivalent.

214. Advanced Problems in Typewriting (1:3). Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or the approved equivalent.

314. Business Data (3:3). Uses, sources, correct interpretation, and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing, and interpreting elementary statistical material.

321-322. Shorthand and Transcription (3:5)-(3:5). Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting, and English in transcriptions. Pr. 112 or the approved equivalent.

333. Office Machines (3:1:4). Basic course in the operation, use and care of office machines and equipment, including filing; offset and fluid process duplicators; dictation and transcribing machines; adding, calculating, and posting machines. Pr. 112, or the approved equivalent.

338. Institution Accounting (3:2:2). Principles and techniques of accounting applied to a tea room, a school cafeteria, the nutrition department of a hospital, a college residence hall, a city club, and similar organizations.

351. Curriculum and Teaching Methods in Bookkeeping, Basic Business and Typewriting (3:3). Analysis and evaluation of objectives, materials, and methods for teaching bookkeeping, basic business, and typewriting in the secondary school. Observation of demonstration teaching.

352. Curriculum and Teaching Methods in (a) Shorthand, or (b) Office Practice, or (c) Distributive Education (1:1). Analysis and evaluation of objectives, materials, and methods for teaching shorthand, or office practice, or distributive education in the secondary school. Observation of demonstration teaching.

423. Secretarial Problems and Procedures (3:2:2). Review of Gregg Shorthand. Emphasis on transcription proficiency. Introduction to routine secretarial procedures. Minimum amount of work experience required preceding or during this semester. Pr. 321-322 or the approved equivalent.

424. Administrative Secretarial Problems and Procedures (3:2:2). Retention of recording and transcription speed attained in 423. Emphasis on specialized business vocabularies. Application of knowledges and skills to

office practices and procedures specific to the administrative secretary. Pr. 423 and 333 or the approved equivalent.

433. **Calculating Machines** (2:0:6). Development of a proficiency in the use of adding, calculating, and posting machines.

465. **Supervised Teaching** (6). Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent. Fee $20.

468. **Principles of Business Education** (3:3). Aims and objectives of business education. Scope and functions of the agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy, trends in business education, and findings of research.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. **Advanced Accounting** (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. Econ. 233-234 or the approved equivalent.

502. **Advanced Accounting** (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in valuation, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. Econ. 233-234 or the approved equivalent.

504. **Office Management** (3:3). Principles and successful practices in the management of the flow of information within an enterprise. The basic management functions of planning, controlling, organizing, and actuating are applied to physical facilities, procedures, and personnel.

506. **Introduction to Retailing** (3:3). Introductory course in the fundamentals of retail store organization, management, and merchandising.

507. **Merchandise Analysis** (3:3). Study of selected items of non-textile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.

508. **Operating Problems in Retailing** (3:3). Operating problems and techniques of the modern store and relationship of the operating divisions to the merchandising functions of buying and selling. Pr. 506 or consent of instructor.

509. **Business Communications** (3:3). Analysis, composition, and dictation of effective business letters and reports. Communication as a management function within the business enterprise and with the public.

511. Income Tax Accounting (3:3). Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems.

512. Cost Accounting (3:3). Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes.

518. Advanced Merchandising and Sales Promotion (3:3). Fundamentals and techniques of merchandise pricing. Theory and techniques of planning and implementing sales promotion programs. Pr. 506 or consent of instructor.

550. Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business education, and consent of instructor.

COURSES FOR GRADUATES

The graduate program in business education for the Graduate School of the University of North Carolina is a function of the University of North Carolina at Greensboro. The program is designed to prepare master teachers and supervisors of business subjects, including teachers and heads of departments in secondary schools, junior colleges, and teacher-education institutions. A special leaflet outlining the requirements for the degrees of Master of Science and Master of Education may be obtained from the head of the department on request.

605. Business Statistics (2 or 3). A study of the steps in the statistical approach to problems in business and economics; statistical populations; sample selection; probability theory; data flow. Emphasis on the significance, usefulness, and limitations of statistical methods in dealing with management problems.

610. Research in Business Education (2 or 3). Methods and techniques in business education research. Bibliography, problem selection and definition. Preparation of overview of research project.

611. Analysis of Research (2 or 3). Intensive study, analysis, and evaluation of research in business and related fields.

612. Field Study (1-3). Opportunity for individual investigation, conducted in absentia with periodic conferences and reports required. Students are encouraged to study their individual problems with approved research technique.

613. Independent Study in Business Education (1-3). Intensive study on some phase of business or business education of special interest to the

student. Regular conferences with the instructor. Pr. Demonstrated capacity for independent work and consent of the instructor.

614. Testing and Evaluation in Business Education (2 or 3). A study of the types, functions, construction, evaluation, administration, and scoring of tests in business courses. Analysis and interpretation of test results.

615, 616. Seminar in Teaching (1:1), (1:1). Critical examination and evaluation of current research in teaching procedures. Credit for two semesters may be allowed in this course.

620. Major Issues in Business Education (2 or 3). Problems and issues in business education, including philosophy, functions, and relationships.

625. Curriculum Problems in Business Education (2 or 3). An evaluation of present curriculum practices and trends in terms of the functions of education and business education.

629. Course-Making in Technical Business Education (2). The statement of objectives, selection of appropriate teaching materials, learning exercises, and recommended teaching procedures in the courses which have as their primary purpose technical skill development and job training for the office occupations. The curriculum workshop technique is followed with an opportunity to work on individual problems.

630. Instructional Program in Basic Business Education (1 or 2). Consideration of the scope, objectives, teaching materials, and teaching procedures in (1) the courses which have for their primary purpose the development of economic intelligence of all students, and (2) the courses which have for their primary purpose the development of an understanding of business and job intelligence essential for success in business occupation. The curriculum workshop technique is followed, with an opportunity to work on individual problems.

631. Instructional Program in Bookkeeping (2). Recommended materials and procedures in teaching bookkeeping, and an analysis of research and standarized test materials.

633. Instructional Program in Vocational Business Education (2 or 3 semester hours depending on term offered).

635. Instructional Program in Gregg Shorthand (2). Materials and methods in Gregg shorthand, new classroom procedures and techniques, and recent research and standards of achievement.

636. Instructional Program in Typewriting (2). Materials and methods of teaching typewriting. Special attention to a study of individual differences and research.

639. Instructional Program in Office Practice (2 or 3). Materials and teaching procedures in office and clerical practice, including an acquaintance with the instructional use of office machines.

640. Retail Personnel Problems (2 or 3). Problems and practices of personnel administration in retail stores, including case studies of actual problems geared to text material. Pr. B.E. 506, or consent of instructor.

DEPARTMENT OF CHEMISTRY

Professors PUTERBAUGH (Head of the Department), SCHAEFFER; Associate Professors BEDON, MARBLE, SCHROEDER, VERMILLION; Assistant Professors ANDERSON, FELTON, FORRESTER, VANSELOW.

The following courses are required for a major in chemistry; 111-112, 211, 212, 311, 325, 451 and 452, plus enough additional courses to give at least 24 hours in chemistry above Grade I. Course requisites for these require a minimum of one year of physics and Calculus II. Students planning to enter graduate work are advised to take additional work in these areas and foreign language as well as in chemistry.

111-112. General Chemistry and Qualitative Analysis (4:3:3)-(4:3:3). Introduction to the fundamental principles of chemistry. The laboratory work in the second semester is devoted to semi-micro qualitative analysis of the common cations and anions. Staff.

201r. Fundamental Principles of Chemistry (3:2:3). A one semester introduction to inorganic and organic chemistry designed for elementary education majors. This course cannot be used to fulfill the science requirement for graduation nor count towards a major in chemistry. Not open for credit to students who have had 111-112. Miss Schaeffer.

205. Introductory Course in Organic Chemistry (3:2:3). A one semester survey of organic chemistry designed for home economics majors in preparation for Introductory Biochemistry (Chem. 306). May not be counted towards a major in chemistry. Pr. Chem. 111-112. Miss Forrester.

211. Organic Chemistry I (3:3). A study of the chemistry of aliphatic and aromatic hydrocarbons, halides, alcohols and ethers, with attention to reaction mechanisms and synthetic applications. Pr. Chem. 111-112. Mr. Puterbaugh, Mr. Schroeder, Miss Vermillion.

212. Organic Chemistry II (4:3:4). A continuation of 211 with attention to aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, proteins. Further work in reaction mechanisms, stereochemistry, structure determinations and synthetic applications. The laboratory

work includes the basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. Chem. 211. Mr. Puterbaugh, Mr. Schroeder, Miss Vermillion.

[1]306. **Introductory Course in Bochemistry** (3:2:3). Offered in the Department of Biology. Chemistry of foods and nutrition, emphasizing basic biochemicals and metabolic systems. Pr. Chem. 205 or 212.

311. **Physical Chemistry I** (3:3). An introductory course in theoretical chemistry. Subjects include the wave mechanical treatment of atomic structure and chemical bonding. Molecular structure and spectroscopy are introduced. Pr. Calculus II, Chem. 212, Physics 104. Mr. Vanselow.

312. **Physical Chemistry II** (4:3:4). Chemical thermodynamics. Theory of gases, thermodynamics of solutions and chemical equilibria are included. Pr. Chem. 311, Chem. 325. Mr. Vanselow.

315. **Organic Chemistry Laboratory II** (1:0:4). Further laboratory practice in preparative organic chemistry, with some introduction to qualitative analysis. Pr. Chem. 212. Required for chemistry majors. Mr. Puterbaugh.

325. **Inorganic Quantitative Analysis** (4:2:6). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Pr. Chem. 111-112. Miss Marble.

338. **Qualitative Organic Analysis** (4:2:6). The systematic identification of organic compounds including the use of chromatographic and spectrographic methods as well as classical techniques. Pr. Chem. 212. Mr. Puterbaugh, Mr. Schroeder.

361. **Chemical Literature** (1:1). Instruction in the use of the library and the literature of chemistry. Library problems will be assigned. Pr. two years of chemistry. Reading knowledge of German would be helpful. Miss Bedon.

411. **Physical Chemistry III** (4:3:4). The kinetic-molecular theory, chemical kinetics, photochemistry and radiation chemistry are among the subjects covered. Pr. Chem. 312, Calculus III. Miss Bedon.

422. **Inorganic Chemistry** (3:3). The modern concepts of chemical bonding, periodic relationships, coordination compounds, and other special topics in inorganic chemistry. Pr. Chem. 312 (may be taken concurrently). Mr. Anderson.

426. **Advanced Analytical** (4:2:6). Practice in advanced quantitative analysis with attention given to instrumental methods such as potentiometric and amperometric titrations, electrogravimetric, colorimetric, chromatographic, photometric and spectrophotometric methods of analysis. Pr. Chem. 312 (may be taken concurrently), Chem. 325. Miss Marble.

[1]Same as Biology 326. See footnote 2.

451, 452. Chemistry Seminar (1:1), (1:1). The presentation of oral reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers. Required of all senior chemistry majors. Staff.

491, 492. Independent Study (1-3), (1-3). A directed program of independent study and research for the qualified student. Pr. at least 24 hours in chemistry and permission of the department head and instructor under whom the student wishes to work. A B+ or better average in chemistry is recommended. Staff.

493-494. Honors Work (3)-(3).

[2]535-536. Biochemistry (4:3:3)-(4:3:3). Offered in the Department of Biology. Organic chemistry of major biochemical groups, followed by study of enzymes, vitamins and hormones, metabolic systems, energy transfer and bio-oxidation. Pr. Chem. 212, Chem. 325.

601a. Basic Concepts in Chemistry (3:2:2). A course in the fundamental principles of chemistry with emphasis on modern theories. Topics covered will include kinetic theory, atomic and nuclear structure, Periodic Table relationships and modern concepts of chemical bonding.

601b. Basic Concepts in Chemistry (3:2:2). A continuation of 601a with attention to chemical stoichiometry, solutions, kinetics and equilibrium, selected applications in organic chemistry and other topics of particular interest to the high school science teacher.

605a. Principles of Organic Chemistry (2:1:2). A course in the chemistry of the aliphatic and aromatic hydrocarbons and their derivatives designed to serve the interests of in-service high school science teachers. Pr. one year of college chemistry or its equivalent. Miss Forrester.

605b. Principles of Organic Chemistry (2:1:2). A continuation of the study of fundamental organic chemistry including the chemistry of the natural products, such as the carbohydrates, proteins, steroids and alkaloids. Pr. Chem. 605a or consent of the instructor. Miss Forrester.

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[2]Same as Biology 535-536. "Major students in the respective departments of chemistry or biology who take either of the biochemistry courses shall count them in their own major department, subject to all of the usual restrictions applying to courses in the major sequence."

CLASSICAL CIVILIZATION

DEPARTMENT OF CLASSICAL CIVILIZATION

Associate Professor LAINE (Head of the Department); Instructor MERIWETHER.

COURSES IN ENGLISH TRANSLATION

(No knowledge of Greek or Latin required)

111r. Mythology (3:3). Designed mainly for freshmen. The great myths of the world, with frequent references to the literature which they inspired. The Greek, Roman and Norse mythologies are stressed. Primary sources only are read. Mr. Laine.

330. Ancient Art. See Art 330.

335, 336. Greek and Latin Literature in Translation (3:3), (3:3). The art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Greek tragedy and Greek and Latin historical literature. Greek literary and religious conceptions; the ideals making Greek culture pre-eminent in the history of thought; the influence of Greek literature upon subsequent thought. Miss Meriwether.

397. Comparative Studies in World Epics (3:3). A course in the comparative study of major world epics in translations. The following works will be read in whole or in part: *Iliad, Odyssey, Aeneid, Chanson de Roland, Nibelungenlied, Divine Comedy, Jerusalem Delivered, Beowulf, Paradise Lost, Paradise Regained,* Joyce's *Ulysses.* Mr. Laine.

398. Comparative Studies in World Drama (3:3). Comparative studies in translations of some of the Greek, Latin, and modern plays. Representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, Goethe, O'Neill, Cocteau and Anouilh. Mr. Laine.

GREEK

201-202. Elementary Greek (3:3)-(3:3). Greek language and cultural influences. Emphasis on the principles of grammar, and attention to the correlation of Greek grammar with the grammar of modern languages. Recommended for students of the languages, religion, and medicine. Mr. Laine.

203-204. Intermediate Greek (3:3)-(3:3). Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Mr. Laine.

325, 326. Homer "Iliad" and "Odyssey" (3:3), (3:3). Mr. Laine.

401, 402. Plato, Selected Work (*Apology, Crito,* etc.) (3:3), (3:3). Mr. Laine.

403, 404. Greek Drama (3:3), (3:3). Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. Mr. Laine.

450. Co-ordinating Course for Majors (3:3). Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. Honors Work (3:3)-(3:3). Staff.

LATIN

101-102. Elementary Latin (3:3)-(3:3). Essentials of grammar and reading of selections. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization, and to provide for a greater understanding of English. Miss Meriwether.

103-104. Intermediate Latin (3:3)-(3:3). Review of fundamentals. Selected reading from Vergil's *Aeneid,* I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Miss Meriwether.

201-202. Roman Comedy and Lyric (3:3)-(3:3). Study of the background of the Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 103-104 or four entrance units. Miss Meriwether.

COURSES FOR JUNIORS AND SENIORS

301. Roman Historical Writings (3:3). Selections from the works of Livy and Tacitus. Miss Meriwether.

331. Advanced Prose Composition (3:3). Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English. Miss Meriwether.

333. Advanced Vergil (3:3). A study of Vergil's *Aeneid* VII-XII; readings from the *Eclogues* and *Georgics.* Mr. Laine.

402. Roman Drama (3:3). Selections from the tragedies of Seneca and their influence on Renaissance drama.

450. Co-ordinating Course for Majors (3:3). Extensive readings in literature of the Classics selected in accordance with students needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. Honors Work (3:3). Staff.

COMMERCIAL DEPARTMENT

Professor JOYCE; Associate Professor ALLEN (Head of the Department); Assistant Professors DEVINNY, WEYL; Instructors COLLINS, PIERCE.

To be eligible for a Commercial Certificate, a student must complete satisfactorily the prescribed courses and meet specific skill requirements in typewriting, shorthand, and office machines. Grade requirements for certification are based on a passing grade each semester and a minimum grade of *C* the second semester in typewriting and shorthand. A passing grade is required in any elective course for certification. Certain credits earned by the Commercial Department students may be applied toward a Bachelor's degree[1].

FIRST SEMESTER

Courses	*S.H.*
Commercial 11	1
Commercial 21	3
Commercial 33	3
Commercial 26r	3
Commercial 31r	2
Health 103r	2
Physical Education 107r	½

SECOND SEMESTER

Courses	*S.H.*
Commercial 12	1
Commercial 22	3
Commercial 34	3
Commercial 26r, 31r, Health, and Physical Education if not taken in first semester.	

11-12. Typewriting (1:5)-(1:5). Development of basic typewriting skills and sustained production on various types of problems encountered in the business office. Students receiving a certificate must be able to type with a minimum rate of 60 correct words a minute on a series of five-minute straight copy tests with errors totaling no more than 5 per cent of words typed; to maintain a rate of speed, on a series of production tests, comparable to office requirements. Miss DeVinny and Staff.

21. Shorthand (3:5). The fundamental principles of Gregg Shorthand. Pretranscription training. Miss Pierce and Staff.

22. Dictation and Transcription (3:5:3). An intensive course in dictation and transcription. Mailability emphasised. Requirements for certificate: a minimum transcription rate of 22 words a minute for a given period on letters of medium difficulty and length, with 60 per cent of the letters dictated in mailable form; a series of tests dictated at 90 words a minute for five minutes, transcribed with satisfactory accuracy. Miss Pierce and Staff.

26r. Business Correspondence (3:3). A detailed study of the major types of business letters and practice in the composition of office correspondence. Miss Pierce.

[1]Commercial 11-12; 21, 22, 33, 34; Health 103; and Physical Education 107.

31r. Office Machines (2:2:1). Development of a working knowledge in the use of adding and calculating machines and a marketable skill on voice-writing machines, with emphasis on mailable transcripts. Miss DeVinny.

33-34. Principles of Accounting (3:3), (3:3). The principles of accounting theory, closing the books, and preparation of statements for service and merchandising firms. Second Semester: Advanced theory; analysis of business forms and procedures; payroll records. Mr. Allen, Mr. Joyce.

DEPARTMENT OF DRAMA AND SPEECH

Professor MIDDLETON (Head of the Department); Associate Professor ENGLAND; Assistant Professors FRENCH, SEIFRIT, VANELLA; Instructors HARRINGTON, KERNS, PERKINS; Lecturer KNOBELOCH; Teaching Assistants ACKER, N. SMITH, WEST.

DRAMA AND SPEECH MAJOR

The Department of Drama and Speech offers three sequences for majors. The drama sequence provides a pre-professional program for those interested in careers in commercial or community theatre or in city and other recreation programs. Freshmen should elect 250, 251, and 252. sophomores 211r and 121 or 111r. Students in this sequence are allowed to take a maximum of six hours of speech in addition to the maximum of 36 hours above grade one allowed in drama. Other required DS courses are: 301, 333, 375, 376, 391, 541.

The general speech sequence includes study in all areas of drama and speech as preparation for secondary school teaching and graduate education. Freshmen should elect 111r; sophomores 211 and 230 or 252. Other DS required courses are: 320, 332, 333, 375 or 376, 541, and two of the following—231, 341, 342.

The speech correction sequence provides a pre-professional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate education in the rehabilitation of speech and hearing. Freshmen should elect 111r and sophomores 230 and 332. Other required courses are: DS 341, 568, 569, 570, 571, 572, Psych 502, Ed 581.

Graduate courses are offered in drama, general speech, and speech correction. There is a sequence in speech correction leading to the Master of Education degree with a subject matter concentration in speech correction and audiology.

DRAMA SPEECH

SPEECH SCREENING TESTS

Students following recommendations of the speech faculty based upon the Freshman Speech Screening Test who have been placed in the "required" or "advised" categories should register for 111r if freshmen or sophomores, or, 529r if juniors or seniors. Those placed in the "special" category should register for 219.

Other students desiring to elect a course in speech should choose from among 111r, 230, 320, 332, 341, 342, 529r.

Drama and speech courses except 491, 493, and 494 are open to all students.

UNDERGRADUATE COURSES

111r. Fundamentals of Speech (3:3). An introduction to the physiologic, phonetic, linguistic, and semantic bases of oral communication, with suppervised laboratory practice in speech improvement, and class participation in public speaking, discussion, and oral reading. Mrs. Perkins, Mr. Smith, Mr. Seifrit.

121r. Drama Appreciation (3:3). An introduction to the work of selected major playwrights. Consideration of historical and sociological aspects of theatre. Illustrated lectures, demonstrations, and classroom experiments. Mr. French.

150r. Student's Theatre (1:0:3). The departmental workshop. Open to any student who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Mr. Harrington.

211. Introduction to Theatre Production (3:2:3). Designed to familiarize the student with various aspects of play production including choice and analysis of script, acting, directing, and techniques of production. Practical experience is given in the laboratory. No participation in University Theatre productions is required. Mr. Harrington.

219. Speech Laboratory (1:0:2). Supervised practice in the development of good speech for those who have nasal or husky voices, stutters, lisps, foreign accents, or other severe speech problems which need attention. Pr. Speech 111r or consent of instructor. May be repeated for credit. Mr. Vanella.

230. Introduction to Phonetics (3:3). A study of the science of speech sounds. Consideration of the voice mechanism, the phonemes of the English language, and the International Phonetic Alphabet. Pr. 111r, or consent of instructor. Mrs. Perkins, Miss England.

231. Argumentation and Debate (3:3). A survey of reasoning patterns especially appropriate to the analysis of issues and arguments of current

public interest; training in the presentation of logical and persuasive oral discourse. Pr. 111r, or consent of instructor. Mr. Seifrit.

250. Stage Make-Up (1:0:2). Study and practice in creating straight, middle-aged, old-age, and character make-ups. Drama majors should take this course concurrently with 251. Mr. French. (Alternate years, offered 1966-1967).

251, 252. Acting I, II (2:1:2), (3:1:4). Designed to train the actor to convey thought and emotion through the use of the body and the voice. Mime, oral exercises, and improvisations. In the second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 211 or consent of instructor. Mr. French and Mr. Middleton. (Alternate years, offered 1966-1967).

255r. Rehearsal, Production, and Performance I (3:0:9). Guided practice in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, house, and/or make-up staffs of Theatre of UNC-G, and/or Pixie Playhouse productions. Pr. six hours of drama and speech or consent of instructor. Miss England, Mr. French.

301. Writing for the Theatre (3:3). Exercises in dramaturgical technique. The composition of one-act plays. Exploration and experimentation in radio, television and film scripting. Mr. French.

320. Reading Aloud (3:3). Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from narrative and dramatic prose and poetry, lyric poetry, old ballad, sonnet, and essay. Pr. 111r or consent of instructor. Miss England.

332. Introduction to Speech Correction (3:3). A study of the disorders of articulation, rhythm, voice, and hearing, with special emphasis on the functional disorder. Brief survey of organic disorders. Focus is on the role the therapist plays in assisting the speech handicapped and the assistance which the classroom teacher may provide. Pr. 111r or consent of instructor. Mr. Vanella.

333. History of the Theatre (3:3). Intended to give the student a knowledge of the specific conditions under which the great plays of the western world have been produced. Consideration of audience, actors, patrons, and physical conditions, architecture, and the relation of the theatre to the various arts. Projection of the production of representative plays, which the student will read. Mr. Harrington.

341. Public Speaking (3:3). Composition and delivery of various types of speeches. Analysis of speaking situations in business, professional and social relations. Mr. Seifrit.

342. Group Discussion (3:3). Study and practice in the principles and methods of group discussion: consideration of group action, the concept of leadership, the nature of conflict and agreement. Pr. 111r, or consent of instructor. Mr. Seifrit.

375, 376. Design and Production I, II (3:2:3), (3:2:3). The principles and practice of scenery and lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211, or consent of the instructor. Mr. Harrington.

391. Television Production (3:2:2). A course designed to introduce the student to basic television techniques and to acquaint her with studio operations. Mr. Young.

493-494. Honors (3:3). The honors project may be a part of the drama, general speech, or speech correction sequences.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Introduction to Semantics (3:3). The study of language as a cultural characteristic including the relationship(s) of language and human behavior; how language works (including graphic and oral language as well as nonverbal language symbols); how humans affect, and are affected by, language; the misuse of language; the problems of determining the meaning of meaning. Mr. Seifrit.

529r. Voice and Speech Production (3:3). Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. May not be taken by those who have had 111r. Miss England.

541. Directing (3:3). The fundamental principles of directing for the theatre. Pr. six hours of theatre courses or consent of the instructor. Mr. Middleton.

550. Anatomy and Physiology of the Speech Mechanism (3:2:2). Advanced study of the anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuromyological investigation. Pr. 529 or 567 or consent of the instructor. Mr. Vanella.

551. Tests and Measurements in Speech and Hearing (3:2:2). The general role of diagnosis in speech and hearing therapy and specific considerations of diagnostic tests and procedures in different communication disorders. Pr. 568, 569, or consent of the instructor. Mr. Vanella.

567. Phonetics (3:3). An investigation of the phonemes of the English language as a basis for speech improvement as well as for the correction of

severe speech disorders. Detailed study of the voice mechanism. Practice in narrow transcription of the International Phonetic Alphabet. Mr. Middleton.

568. Principles of Speech Correction (3:3). A foundation course in principles and procedures of speech correction for children handicapped by disorders of voice, rhythm, and articulation. Pr. a course in phonetics. Mr. Seifrit.

569. Clinical Methods of Speech Correction (3:3). A study of methods used to correct speech disorders of voice, rhythm, and articulation. Particular reference to the speech correction program in the public schools. Observation of methods used with selected cases in the speech laboratory. Pr. a course in principles of speech correction or consent of instructor. Mrs. Perkins, Mr. Vanella.

570. Audiology (3:3). An introductory course into the field of audiology. A study of tests and measurements of hearing and of therapy for the person with a hearing loss. Opportunity to become familiar with the operation of various machines involved in hearing testing. Pr. a course in principles of speech correction or consent of instructor. Mr. Vanella.

571, 572. Clinical Practice (3:0:6), (3:0:6). Supervised practice in clinical teaching of groups and individuals, application of clinical methods in diagnosis, and re-training of those who have speech and hearing disorders. Pr. 569 or consent of instructor. Mr. Vanella.

573. Speech Reading (3:3). A study of various methods of teaching the auditorally handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speech reading. Pr. 570 or consent of the instructor. Mr. Vanella.

590. Roles and Scenes—Contemporary (3:1:4). The development of extended characterizations based upon study and practice of roles found in contemporary plays. Pr. a course in acting or consent of instructor. Mr. Kerns.

591. Experimentation (3:1:4). A course designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwriting, stage design, or television production with an accompanying analysis of that process. Open only to drama majors of senior standing. Mr. Middleton.

595r. Rehearsal, Production, and Performance II (3:0:9). Guided practice in carrying out major responsibilities in play production under the pressure of preparing plays for audience approval on campus and on tour. Those enrolled may expect to play leading roles, and/or serve as assistant directors and as chiefs of staff in scenery, properties, lighting, costumes, publicity, house, and/or make-up of Theatre of UNC-G and/or Pixie Playhouse major productions. They may direct Laboratory Theatre and Experimental Theatre productions. Pr. twelve hours of drama and speech or consent of instructor. Miss England, Mr. French.

596. Creative Dramatics for School and Community (3:2:2). A study of the research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Mr. Middleton.

598. Children's Theatre For School and Community (3:2:2). A study of the research and literature of children's theatre. Methods of producing plays with children in school and community situations. Productions of the Pixie Playhouse will be used for demonstration purposes. The course is designed as a corollary of 596r. Mr. Kerns.

COURSES FOR GRADUATES ONLY

601. Seminar in Speech Pathology—Functional Disorders (3:3). Guided readings, research and project work, group and individual, into the problems of functional speech and hearing disorders. Pr. six hours of graduate study in speech correction and hearing or consent of the instructor. Mr. Vanella.

602. Seminar in Speech Pathology—Organic Disorders (3:3). Guided readings, research and project work, group and individual, into the problems of organic speech and hearing disorders. Pr. six hours of graduate study in speech correction and hearing or consent of the instructor. Mr. Vanella.

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

Professors KENNEDY (Head of the Department), LITTLEJOHN, SHELTON; Associate Professor LINDSEY; Assistant Professor DAVIES; Lecturers BRASHEAR, CAMPBELL, COBB, WEBSTER.

COURSES FOR UNDERGRADUATES

The department offers sequences of courses under the following concentration: (1) Economics, (2) Economics and Business Administration, and (3) Social Studies Teacher. The student should consult the Head of the Department for details of each sequence.

[1]**111r. Introduction to the Business World** (3:3). An introduction to some of the practices and procedures of the business world with emphasis upon types of business organizations, personnel administration, marketing, finance, business law, and taxes. Not open to juniors and seniors.

211-212. Principles of Economics (3:3)-(3:3). A study of the present-day economic system; demand, supply, prices, and costs; wages, interest,

[1]This course cannot be offered to satisfy the social science requirements for graduation.

rent, and profits; national income analysis; business cycles, underdeveloped nations, and other current economic problems; a comparison of capitalism, socialism, and communism.

[1]233-234. **Principles of Accounting** (3:2:2)-(3:2:2). The typical transactions of a business firm as they pass through the books; closing the books and making up the statements. Business forms and practices.

325. **General Economics** (3:3). A survey of elementary economics especially designed for students who may want only one semester of work in the field. A brief treatment of the production and distribution of wealth in society; money and banking; business organization; labor economics; and other current economic problems. Not open to those who have had 211-212.

327. **Money and Banking** (3:3). How our money and credit instruments are issued and secured; monetary policy and theory; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Pr. 211-212, or 325.

431, 432. **Business Law** (3:3), (3:3). The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy. 431 is a prerequisite for 432.

450. **Economic and Business Statistics** (3:3). An introduction to statistical methods and their applications in economics, sociology, business administration, governmental affairs, and in other social sciences. Topics covered will include: measure of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving and laboratory. A student taking this course may not receive credit for Mathematics 341 or Psychology 510. Same as Sociology 450. Credit may be received as either Economics or Sociology, but not both.

493-494. **Honors Work** (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. **Advanced Accounting** (3:3). Rapid review of the accounting processes, with particular emphasis on adjustments, working papers, financial statements, and closing and reversing entries. An intensive study of accounting statements and the items that comprise them, with major attention to procedures involved in evaluating, reporting, and interpreting working capital items and corporate capital. Pr. 233-234. Same as Business Education 501.

502. **Advanced Accounting** (3:3). A continuation of the study of accounting statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting noncurrent items. Special attention given to ratios and measurements, and error analysis and corrections. Pr. 233-234. Same as Business Education 502.

[1]This course cannot be offered to satisfy the social science requirement for graduation.

511. Income Tax Accounting (3:3). Comprehensive explanation and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 233-234. Same as Business Education 511.

512. Cost Accounting (3:3). Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision making purposes. Pr. 233-234. Same as Business Education 511.

515. Business Finance (3:3). Financing the American business firm. The corporate form, financial structure, and financial requirements. Economic, social and legal environment and governmental regulation of business financing. Pr. 211-212 or 325.

523. Public Finance (3:3). The chief expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes, and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Pr. 211-212, or 325.

524. Labor Problems (3:3). The relationship between labor and employers, and some of the more important results thereof, such as labor organizations, collective bargaining, and labor legislation. Pr. 211-212, or 325.

528. The Management of Personal Finances (3:3). Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

530. Principles of Marketing (3:3). A general survey of the field of marketing, including the functions, policies, and institutions involved in the marketing process. Pr. 211-212, or 325; or consent of instructor.

534. Social Control of Business (3:3). The responsibilities of business to society; different methods of encouraging and compelling business to recognize its social responsibilities, including regulation of corporations, rate fixing of public utility enterprises, the conservation of natural and human resources, and the better ethical practices voluntarily developed by business itself. Pr. 211-212, or 325.

536. Consumer Economics (3:3). The economic position of the consumer; the factors, both helpful and harmful, influencing consumer demand; building up the defenses of the consumer against the pressure of the producer and the advertiser; the various movements to aid the consumer, including more effective legislation, research, testing of products, and consumer co-operatives.

540. Economic Development (3:3). A study of factors attending and determining the economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 211-212; or 325 and consent of instructor.

545. Intermediate Economic Analysis (3:3). An intermediate-level treatment of micro-economic theory. Among the topics covered are: scope, methods, and uses of economic theory; intermediate theory of demand, supply, and markets for output and factors of production; and the functioning of the market system as a whole. Applications of economic theory to problems of the consumer, the business firm, and the nation are considered as time permits. Pr. 211-212; or 325 and consent of instructor.

550. Comparative Economic Systems (3:3). A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies; the points of strength and weakness in each system. Pr. 211-212, or 325.

551. Directed Studies in Economics (3). Individual studies on economic problems with emphasis upon areas of special interest to the student. Regular conferences with the instructor required. Pr. 12 S.H. of Economics, including 211-212, or 325; and consent of instructor. 111 and 233-234 not acceptable as prerequisites.

560. International Economics (3:3). An introduction to the mechanism and theory of international trade. Selected current problems in international economic and commercial policies will be evaluated. Pr. 211-212; or 325 and consent of instructor.

COURSES FOR GRADUATES ONLY

625. Problems in Applied Economics (3:3). A study of certain economic principles and their application to modern economic problems such as monopoly, economic growth, inflation and depression, money and banking, fiscal policy, international trade, agriculture, and organized labor. Designed for in-service teachers.

EDUCATION

THE SCHOOL OF EDUCATION

KENNETH E. HOWE, *Dean*

Professors HOWE, EUGENIA HUNTER, MCSWAIN, RUSSELL, VAUGHAN; Associate Professors BRYSON, FRANKLIN, GOLDMAN, HAGOOD, SHARMA; Assistant Professors BURCK, COLBERT, EDINGER, MARY HUNTER, O'DONNELL, PEDEN, SOROHAN; Instructors AVENT, BAXTER, BOWLES, HARRIS, JARRETT, JOHNSON, MANCHESTER, MILLER, MITCHELL, PARRISH, ROYSTER, SHIPTON; Teachers BEALE, BURTON, CROWELL, LEONARD, LINEBERGER, MCDONALD, MCIVER, MORGAN, SACHS, SANDERS, STREET, STROTHER, TANNER, WYNNE.

CURRY SCHOOL

Located on the college campus, Curry School includes kindergarten, elementary and high school. It serves as a center for observation, demonstration, and provides some opportunity for special projects related to the teacher education program. The student body of Curry School is selective; admission is by application and particular emphasis is given, on the high school level, to a liberal arts program—college preparatory in nature. The school is a member of the Southern Association of Colleges and Secondary Schools.

TEACHER EDUCATION PROGRAM

The teacher education program in elementary education is under the direction of the School of Education. The curriculum and sequence of courses are described in the requirements for the inter-departmental major in the Bachelor of Arts degree. Teacher education programs in the liberal arts fields for secondary teachers are directed by the department in which the student majors. The sequence of professional education courses should be carefully noted and followed in working out the total program in teacher education. For students preparing to teach in the high school, not more than 15 hours of Education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of education may be credited towards the Bachelor of Arts degree; except that where a student offers for graduation courses required by the North Carolina Department of Public Instruction specifically for certification in Special Education, 24 hours of Education are allowed.

CERTIFICATION

Students who complete the total program in teacher education, and who meet all requirements and standards pertaining to academic and professional

preparation as required by the respective departments, and who are certified by their major department as fully competent to carry on the work of a classroom teacher, will be recommended by the University for a teaching certificate.

To be certified in North Carolina, the student must meet the specific state requirements for the certificate and take the National Teacher Examination, both Common and Optional forms.

STUDENT TEACHING

Student teaching is a period of guided teaching in which the student takes increasing responsibility for the work of the teacher in the classroom to which he has been assigned over a period of consecutive weeks. Preparation and planning for this assignment should be carefully worked out in advance. Prospective secondary school student teachers should plan to take a full-time student teaching assignment as part of a blocked program during one semester of their senior year. Students who, upon graduation, expect to qualify for a Class A certificate in North Carolina, are required to complete satisfactorily an assignment in student teaching. The student teaching requirements may be met by the satisfactory completion of Education 465 *Student Teaching and Seminar* (6) for teachers in secondary fields; for Elementary Education the student must complete Education 463 *Student Teaching and Seminar* (6). Teaching in the Nursery School is provided for majors in early childhood education who wish additional hours in student teaching beyond the requirements of Education 463. Credits earned in Education 464 *Student Teaching and Seminar—Nursery School* (3) will be in addition to the total 122 credits required for graduation.

Admission to Student Teaching. A student planning to do student teaching in the School of Education must make application by March 1 of the year before the teaching is to be done. Application is made through the office of the Dean of the School of Education. Assignments to student teaching will be made after the application has been approved and the applicant has satisfactorily met all prerequisites. The prerequisites to student teaching in the School of Education are: (1) Grade point average of 2.0 in the total college record; (2) Health clearance from the University physician; (3) Approval of the Speech Department; (4) Recommendation from the department where the student is doing his major work.

COURSES FOR UNDERGRADUATES

Early Childhood Education

Professional Course Program in Early Childhood Education

Psychology 221* General Psychology ..... 3 sh
(Sophomore year)

EDUCATION

Education 330 Growth and Development of the Elementary School Child (Observation in the kindergarten or nursery school in junior year) ..... 3 sh

Home Economics 302 Child Development. Development of the young child in the home (Observation in the Nursery School required) ..... 3 sh

Home Economics 532 Nursery School Education ..... 3 sh

Drama 596 Creative Dramatics for School and Community ..... 3 sh

Block Schedule: (Senior Year)

Education 413 Curriculum and Teaching Methods in Reading and the other Language Arts (Kindergarten-Primary Grades) ..... 3 sh

Education 414 Curriculum and Teaching Methods in Social Studies, Mathematics, and Science (Kindergarten-Primary Grades) ..... 4 sh

Education 424 Literature for Young Children (Preschool-Primary Grades) ..... 2 sh

Education 463 Student Teaching and Seminar (Kindergarten or Nursery School) ..... 6 sh

Education 481 Social and Philosophical Aspects of Education in the Public School ..... 3 sh

33 sh

*May be satisfied by Psychology 211-212.

Elementary Education

Professional Course Program in Elementary Education

Psychology 221* General Psychology ..... 3 sh
(Sophomore year)

Education 330 Growth and Development of the Elementary School Child (Junior year) ..... 3 sh

Block Schedule: (Senior year)

Education 443 Curriculum and Teaching Methods in Reading and Language Arts ..... 3 sh

Ed. 444 Curriculum and Teaching Methods in Social Studies, Arithmetic and Science ..... 4 sh

Ed. 446 Children's Literature ..... 2 sh

Ed. 463 Student Teaching and Seminar ..... 6 sh

Education 481 Social and Philosophical Aspects of Education in the Public School ..... 3 sh

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(May be taken before or after the block schedule.)

*May be satisfied by Psychology 211-212.

330r. Growth and Development of the Elementary School Child (3:3:2). Designed to develop an understanding of the characteristics and growth of the elementary school child. Emphasis is given to relating the developmental characteristics to the elementary school program. At least thirty hours of observation and participation in school situations required. Pr. Psy. 221.

413. Curriculum and Teaching Methods in Reading and the other Language Arts in Early Childhood (3:3). Study of the development of the skills in the use of reading and the other language arts in kindergarten-primary grades. Appropriate materials and methods. Pr. Ed. 330; Home Ec. 302, 532.

414. Curriculum and Teaching Methods in Social Studies, Mathematics, and Science in Early Childhood (4:4). Study of the development of the curriculum in social studies, mathematics and science in kindergarten-primary grades. Appropriate materials and methods. Pr. Ed. 330; Home Ec. 302, 532.

424. Literature for Young Children (2:2). Appropriate literature for preschool and primary children; functions and use in the school.

443r. Curriculum and Teaching Methods in Reading and Language Arts (3:3). The teaching of reading and the other language arts in the elementary school. Pr. Ed. 330.

444r. Curriculum and Teaching Methods in Social Studies, Arithmetic, and Science (4:4). Curriculum planning and the teaching of the social studies, arithmetic, and science in the elementary school. Pr. Ed. 330.

446r. Children's Literature (2:2). Literature for children in the elementary school; functions and use in the curriculum.

463r. Student Teaching and Seminar (6:1:10). Supervised student teaching in the elementary school under the direction of the coordinator of student teaching and a college faculty supervisor. Full-time teaching assignment for approximately one-half semester. Conferences and seminars required. Pr. Ed. 330. Fee $20.

464. Student Teaching and Seminar—Nursery School (3:1:6). Intended for those elementary education majors who need additional student teaching credit to meet certification requirements in other states. Credits earned in this course will be in addition to the total 122 credits required for graduation. Pr. Ed. 330. Fee $10.

481r. Social and Philosophical Aspects of Education in the Public School (3:3). Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification. Pr. Ed. 330 or 350.

493-494. Honors Work (3:3), (3:3).

Secondary Education

Professional Course Program in Secondary Education

Psychology 221 General Psychology (Sophomore year)	3 sh
Education 350 The Secondary School Pupil (Junior year)	3 sh
Block Schedule*	
Education 35x Curriculum and Teaching Methods (Last of junior year or first of senior year)	3 sh
Education 481 Social and Philosophical Aspects of Education in the Public School (Senior year)	3 sh
Education 465 Student Teaching and Seminar (Senior year)	6 sh
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350r. The Secondary School Pupil (3:3). Physical, mental, and social development at the secondary age levels; the goals of the American secondary school as related to individuals; pupil study through observation and use of anecdotal records; practical procedures for meeting individual differences; tests and evaluations of teaching; extracurricular activities of secondary students with opportunity for observation and participation. Pr. Psy. 221.

351r. Curriculum and Teaching Methods in English (3:3). Designed to acquaint prospective teachers with the modern concepts and practices of English instruction in the secondary schools; emphasis on the teaching of the four fundamental language arts of speaking, writing, reading, and listening. Required of student teachers in English. Pr. Ed. 350.

352. Curriculum and Teaching Methods in Romance Languages (3:3). Effective guidance of secondary classes in their approach to objectives in

*During the first half of the block semester the student may take an additional course in his major field or an elective.

Romance Languages; criteria for methods, devices, and materials; observation of teaching in the Curry School. Required of student teachers in Romance Languages. Pr. Ed. 350.

353r. Curriculum and Teaching Methods in Social Studies (3:3). Organization of the social studies in the secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in the social studies. Pr. Ed. 350.

354. Curriculum and Teaching Methods in Drama and Speech (3:3). Instruction, organization, and content of the basic courses in drama-speech in the secondary school curriculum. Attention to the more important philosophies and systems of drama-speech instruction of the past 50 years. Required of student teachers in drama-speech. Pr. Ed. 350.

357r. Curriculum and Teaching Methods in Mathematics (3:3). Effective guidance of secondary classes in their approach to objectives in mathematics; criteria for methods, devices, and materials; observation of teaching in the Curry School. Required of student teachers in mathematics. Pr. Ed. 350.

359. Curriculum and Teaching Methods in Science (3:3). The mission of science as a high-school subject. Science in the early secondary schools; current trends and their causes. Principles for selection and organization of content; methods in laboratory and classroom; evaluation of teaching. Course presupposes a teaching knowledge of physical and biological sciences. Required of student teachers in science. Pr. Ed. 350.

461. Practicum in Teaching (3:1:5). Supervised practicum in teaching under the direction of a college supervisor. Observations, participation, and appropriate classroom teaching experience in elementary, junior high, or senior high school. Conferences required. Open to unclassified students by permission of the Dean of the School of Education. Fee $10.

465r. Student Teaching and Seminar (6:1:10). Supervised student teaching in junior and senior high school under the direction of a college supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required. Pr. Ed. 350. Fee $20.

481r. Social and Philosophical Aspects of Education in the Public School (3:3). Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification. Pr. Ed. 330 or 350.

EDUCATION

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Students taking graduate courses or pursuing a graduate degree program should consult the bulletins and official announcements of the Graduate School of the University of North Carolina at Greensboro.

C504. **Kindergarten Teachers Workshop** (2). A course planned for teachers of kindergarten-age children. Observations, lectures, discussions, laboratory experiences with specialists. (For certification credit only.)

C516. **Literature in the Elementary School** (3). A course designed to acquaint teachers with the resources, the functions and the use of children's books in the elementary school today.

540. **Exceptional Children** (3). An introduction to problems and programs of work with children who differ from the average in mental, physical, and emotional characteristics.

541. **Materials and Methods for Teaching Mentally Handicapped Children** (3). Instructional content, procedures and programs for educable and trainable mentally retarded children. For special education majors. Pr. an introductory course in Exceptional Children and approval of instructor.

543. **Laboratory Experiences with Mentally Handicapped Children** (3). A practicum designed to meet North Carolina provisional requirements for certification in the teaching of mentally retarded children. For Special Education majors. By arrangement. Pr. Education 540, 541, and approval of instructor.

550. **Education of the Gifted** (3). Definition and identification of mentally gifted children. The role of the school and the parent in dealing with giftedness. Demonstrations and evaluation of gifted children.

552. **Libraries and Librarianship** (3). Study of the library as a social institution: its historical development, patterns and objectives of library service, relationships of libraries to other social and educational agencies, standards for library service, and librarianship as a profession.

553. **Organizing Library Collections** (3:3:2). A study of methods of organizing library collections for effective use, considering principles and techniques for the acquisition, cataloging, and classification of materials. Includes laboratory practice.

554. **Selection of Books and Related Materials for Young People** (3). A survey of library materials appropriate for the high school student, with study of aids and criteria for their selection, and investigation of the reading interests of adolescents.

555. School Library Administration (3). A study of the organization and administration of the school library: staff and student assistants, budget, quarters and equipment, library routines, scheduling, services to pupils and teachers, public relations, and evaluation.

556. Selection of Books and Related Materials for Children (3). A survey of the development of children's literature, with study of aids and criteria for selection of books and other materials for the elementary school pupil, and investigation of children's reading interests.

557. Basic Reference Sources and Methods (3). The selection, evaluation, and use of basic reference materials, with emphasis on the selection of materials, study of their contents, methods of locating information, and instruction in the use of the library.

560. Audio-visual Materials and Methods (3). A study of audio-visual materials, equipment, and methods of instruction, including the characteristics of the various media and their contributions to instruction; selection and evaluation of materials; techniques for the use of materials and related equipment; preparation of simple teaching materials.

COURSES FOR GRADUATES ONLY

600. The Community College (3). An analytical study of the development of the community college on the national and state levels, including objectives, organization, curricula, instruction, and services.

617. Reading in the Elementary School (3). Nature of the reading process. Principles, methods and materials for developing effective attitudes and skills in the reading program.

618. Mathematics in the Elementary School (3). A study of the current mathematics program, including emphasis on meaning theory and on instructional materials, methods and procedures in teaching the fundamental operations.

619. Elementary School Science (3). A course in science for the elementary school teacher with some emphasis on methods and materials for teaching.

620. Social Studies in the Elementary School (3). Modern trends and practices in teaching the social studies in the elementary school. Discovery and use of local resources.

621. Workshop in Language Arts—Elementary (3). A workshop designed to give experienced teachers practical assistance in improving the skills of listening, speaking, reading, writing, and observing.

627. Workshop in Elementary Education (2-4). A general workshop on problems and trends in organization, administration, teaching and curriculum in the modern elementary school. Designed for teachers in service.

635. Reading in the Secondary School (3). A course designed to give an overview of reading development; to study the problems and procedures of teaching the basic and mature reading skills to pupils in the junior and senior high school; to explore the implications of research for teaching reading and to identify problem areas.

636. Advanced Placement Program in English (3). A study of the Advanced Placement Program in English and the role of the secondary school and college in meeting the needs of accelerated students; an analysis of appropriate methodology; construction and evaluation of functional materials.

637. Trends in the Teaching of English (3). Study of the historical development and objectives of the English curriculum in high schools; evaluation of instructional materials and resources; teaching methods and procedures. Emphasis on the implications of significant research in English curriculum and methodology.

644. Problems in Program Development for the Mentally Handicapped (3). Major administrative, curriculum and instructional problems in public day and residential school programs for mentally retarded children and youth. Development of individual and co-operative student projects. For special education majors. Pr. Education 541, 543, and approval of instructor.

645. Seminar: Research in the Management of Mental Deficiency (3). A study of major contemporary developments and research in the medical, psychological, educational and sociological management of mentally retarded children and youth. Pr. Psychology 503 or equivalent and approval of instructor.

655. Supervision of Student Teachers (2-3). Intended for supervising teachers in public schools; aims of the student teaching experience; the beginning stage and its problems; more advanced levels of responsibility; conferences and help techniques; evaluation; weak spots in the program.

663. Organizing Non-book Materials (3). A study of principles and techniques for the selection, acquisition, organization, circulation, and use of non-book printed materials and audio-visual materials in the library program. Pr. 553. (Completion of Education 560 is also recommended.)

664. School Library Services to Pupils and Teachers (3). A study of the school library's program of teaching, guidance, and advisory services, with consideration of objectives, principles, methods, and problems in planning and providing services. Emphasis is placed on instruction in the use of the library, reference services, reading guidance, guidance in the use of newer media, and work with teachers. Pr. 6 semester hours in library education or permission of instructor.

665. Administration and Supervision of School Library Programs (3). A study of objectives, principles, and problems in the operation of library service in individual schools and in school systems, together with a study of school library supervision, including functions, duties, and patterns for the organization of school library supervisory programs. Pr. 555 or equivalent.

670. Educational Measurement and Evaluation (3). Designed for teachers, counselors, and administrators. Principles of measurement and evaluation; criteria for evaluation, methods of scoring and interpretation of tests. Construction and use of teacher-made tests. Statistical concepts basic to understanding and interpreting test data.

671. Statistical Methods in Education (3). An elementary course in basic statistical techniques as they apply to education.

672. Theory and Procedure in Individual Intelligence Testing (3). The rationale of intelligence tests treating theory and procedure. No credit awarded in this course until satisfactory completion of Ed. 673. Pr. Ed. 670 or Psych. 537, Ed. 671 or Psych. 510, appropriate educational and/or psychological major and approval of instructor.

673. Practicum in Individual Intelligence Testing (3). Supervised practice in the administration and interpretation of the Binet and Wechsler scales. Institutional certification of competence for administration and interpretation of these scales awarded upon satisfactory completion of the six hour sequence. Pr. Ed. 672.

674. Principles of Guidance (3). Designed to help teachers, administrators, and other nonspecialists in guidance understand guidance roles and emphasis in education. Consideration will be given to guidance philosophy, principles and procedures.

675. Counseling Theory and Practice (3). The application of principles, devices, instruments, etc., to practical problems in the school. Emphasis on techniques of interviewing and counseling. Pr. Ed. 67 or approval of instructor.

676. Guidance in Elementary Education (3). The functions, relationships, organization, and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. Ed. 674.

677. Seminar in Guidance (2). A seminar for counselors who are now engaged in guidance and who wish to extend technical skills, analyze current problems, and plan new activities in guidance. Enrollees are given the opportunity to deal with problems in guidance in accordance with their special needs and interests. Pr. Ed. 674.

678. Education and Occupational Information (3). A study of the psychological, sociological, and economic factors influencing educational and occupational choice. The appraisal and use of educational and occupational materials for group and individual counseling, and their relationship to school curriculum. Pr. Ed. 674.

679. Administration of Guidance Services (3). Organizing the guidance functions in elementary and secondary schools; administrative relationships and organizational patterns; initiating and developing the guidance program; roles and responsibilities of administrative, guidance and related personnel; in-service education, facilities and equipment. Emphasis will be given to developing and evaluating guidance services. Pr. Ed. 674.

680. Supervised Practicum in Guidance (3). This course is designed solely for Guidance majors seeking the Graduate Counselor's Certificate. Provision will be made for a total Guidance experience under the supervision of a college coordinator and certified public school counselors. Practice will be provided in counseling techniques and all related Guidance services. Pr. Ed. 674, 675.

681. Group Techniques in Guidance (3). A course in the application of group techniques to guidance work. Includes examination of group dynamics, group therapy, and group techniques and an application of these factors to the guidance program. Pr. Ed. 674.

682. Mental Hygiene in the School (3). A basic course in the principles of mental hygiene and their applications in school organization, instruction, and management. Pr. Educational Psychology or equivalent.

683. School Public Relations (3). The fundamentals of the public relations program, cooperating agencies and organizations, the public interest and the community approach to education.

684. The Junior High School (3). Organization of the Junior High School program in light of characteristics and educational needs of junior high school youth.

685. Supervision: Improvement of Instruction (3). A study of the nature and function of supervision and of supervisory techniques such as workshops, conferences, observational visits, evaluation and research.

686. Curriculum Construction (3). A study of curriculum problems and methods of improvement in the light of objectives and significant research findings.

687. Public School Law (3). A study of principles underlying the relation of the State to education and the principles of the case or common law which are applicable to practical problems of school organization and administration. Attention is given to constitutional and statutory provisions, and particularly to court decisions relating to education.

690. Supervised Practicum in Administration (3). Provision will be made for a total administrative field experience under the supervision of a college coordinator and selected experienced public school principals.

691. Principles of Administration (3). Meaning of administration, historical development of administration, function of administration (planning, organizing, staffing, coordinating, controlling, budgeting, reporting and decision-making) tools of administration (authority and communication), and administrative responsibility.

692. Independent Study (1-4). Guided readings, research and individual project work under direction of a staff member. Pr. graduate standing and approval of instructor.

693. Individual Thesis Problems (2-6). Individual guidance and direction in the development of a research problem in the master's degree thesis.

694. Organization and Administration of American Public Education (3). School administration as a profession, legal basis of administration, administration of staff personnel, instructional program, of pupil personnel and guidance, school business affairs, school plant, and school-community relations.

695. Comparative Education (3). This course includes the definition and scope of comparative education, with particular emphasis on the racial, linguistic, geographical, economic and religious factors affecting education. Extensive study is made of education in England, France, Germany and U.S.S.R., and the relationship of humanism, socialism, nationalism, and democracy to education.

697. Major Issues in American Education (3). Identification and analysis of the major issues facing American education. Requires practice in research, critical thinking, and evaluation.

REQUIRED CORE FOR MASTER'S DEGREE

696. Philosophical Foundation of Education (3). A study of the historical development of basic philosophies of education, with particular emphasis on the reasons for changes in educational outlook and practices, including curricular and organizational movements and trends.

698. Human Development (3). An analysis of selected studies in social and biological sciences for the purpose of determining the basic psychological foundations to learning and human behavior involved, and their application to educational practices.

699. Research Seminar (3). A study of the techniques and uses of educational research, including practice in design and carrying out research, along with some of the more basic elements of statistics. Pr. Education 670.

ENGLISH

DEPARTMENT OF ENGLISH

Professors BRIDGERS[1], BRYANT[2] (Head of the Department), BUSH, JARRELL[3], JEZIERSKI[4], TAYLOR, WATSON; Associate Professors BUCHERT, CHARLES, GAGEN; Assistant Professors BULGIN[5], CHAPPELL, DARNELL, DIXON, ELLIS, STEPHENS[6]; Instructors ANGLE, CUNNINGHAM, HEGE, JARRARD, JEFFREY, LADD, MILLICHAP, POWELL, J. ROOT, RUARK, STEFFEE, TUCKER, WEFING[7]; Teaching Assistants ALLEN, ROSENTHAL; Assistants ARL, BALL, CHERRY, DRISCOLL, FENIGSOHN, FRIEDMAN, HESTER, HUMES, KEARNS, MCMILLAN, MOLYNEUX, REISS, REYNOLDS, W. ROOT, SMITH.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in the course in any department gives evidence of a lack of proficiency in written English or in reading ability may be referred to the Department of English for additional work.

COURSES FOR UNDERGRADUATES

Required Courses

101-102. English Composition (3:3)-(3:3). A course designed to develop the student's ability to read with discrimination and to write effectively. First semester: practice in expository writing; the study of shorter works of poetry and fiction. Second semester: continued practice in writing exposition; practice in the use of source materials; the study of novels and plays. Mr. Tucker and staff.

211, 212. English Literature (3:3)-(3:3). Introduction to English literature. Emphasis on interpretation and intelligent appreciation of certain literary masterpieces. Mr. Tucker and staff[8].

Elective Courses

The courses listed below are open to qualified students according to the college regulations except as specifically stated in the course descriptions.

The student who majors in English, in addition to taking the required twelve hours of English composition and literature, is expected to elect three hours of American literature and three hours of Shakespeare. Beyond

[1]On leave first semester, 1965-66; deceased February 16, 1966.
[2]On leave 1965-66.
[3]Deceased October 14, 1965.
[4]Visiting lecturer second semester 1965-66.
[5]Acting Head of Department 1965-66.
[6]On leave 1965-66.
[7]Second semester 1965-66.
[8]English 211 required. See p. 58.

these elections, with the advice of the head of the department or his departmental adviser, he will be expected to decide on one of the following sequences: (1) English Literature, (2) American Literature, (3) Writing. The student should also arrange, when possible, for the intelligent correlation of his sequence with other subjects. Details concerning these sequences may be obtained at the office of the Department of English. In preparation for the departmental examination, the major in English will be required to enroll in the departmental Coordinating Course, English 449, in which he will be given an opportunity to organize the work he has taken in his major subject.

105r. An Approach to Narrative (3:3). Intended primarily for freshmen who do not plan to major in English, and designed to give the student a knowledge of various types of narrative and to stimulate purposeful and discriminating reading for pleasure. Mr. Watson and Mr. Chappell.

Writing and Language

213. Journalism (2:2). A basic course in journalistic writing, with special emphasis on the straight news story. Analysis of student and professional articles. Staff.

221, 222. Advanced Composition (3:3), (3:3). A course in the writing of fiction and poetry for students beyond the freshman year. Mr. Watson.
223, 224. Advanced Exposition (3:3), (3:3). A course in expository writing for students beyond the freshman year. Mr. Chappell.

319. English Grammar (1:1). Modern English grammar; the relationship of grammar and composition. Designed to satisfy the state requirements for prospective teachers of English who have taken or are taking courses in advanced composition. Credit will not be given for both 319 and 321. Miss Charles.

321. Grammar and Composition (3:3). Present-day grammar viewed historically. Various types of writing. This course satisfies a state requirement for prospective teachers of English. Miss Charles and Mr. O'Donnell.

325, 326. The Writing Workshop I, II (3:3), (3:3). A writing laboratory course devoted to fiction, verse, and criticism. Student work criticized in class and in individual conferences; parallel reading in, and class discussion of, the work of contemporary novelists, short-story writers, poets, and critics. Prerequisite: the completion of either 221 or 222, or permission of the instructor. Mr. Jarrell, Mr. Taylor, and Mr. Watson.

Literature

201. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Miss Buchert and Mr. Ladd.

202. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Miss Buchert and Mr. Ladd.

251. American Literature from the Beginnings to the Civil War (3:3). American culture and literature from early colonial times through Lincoln, with emphasis upon the expansion of the American mind. Mr. Stephens and staff.

252r. American Literature from the Civil War to the Present (3:3). American literature from 1850 to the present, with emphasis on the Civil War and Reconstruction; westward expansion; the local color movement and regionalism; the rise of realism, the development of social revolt, and the beginning of naturalism. Mr. Stephens and staff.

337. English Literature to 1500 (3:3). An introduction to the culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Staff.

338. Non-Dramatic Literature of the English Renaissance, 1500-1610 (3:3). Readings in the poetry and prose, with emphasis on the development of thought and style. Miss Buchert.

339. Shakespeare: The Early Plays and the Sonnets (3:3). Twelve plays will be studied, including *The Merchant of Venice*, the two parts of *Henry IV*, *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, and *Hamlet*. Mr. Bryant and Miss Buchert.

340. Shakespeare: The Later Plays (3:3). Twelve plays will be studied, including *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Mr. Bryant and Miss Buchert.

342. The Seventeenth Century (3:3). The main lines of thought and style noted in the major writers from the beginning of the century through Milton and Bunyan. Emphasis upon the lyric and meditative poetry of the metaphysicals. Miss Charles.

359. The Restoration and Early Eighteenth Century, 1660-1740 (3:3). A study of representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift, and Pope. Mr. Tucker.

360. The Later Eighteenth Century (3:3). A study of the decline of the Neoclassic tradition. Emphasis upon such writers as Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns and Blake. Mr. Tucker.

343. Wordsworth and Coleridge (3:3). Intensive study of the works of Wordsworth and Coleridge, with attention to the development of the Romantic movement. Mr. Dixon.

344. The Later Romanticists (3:3). Intensive study of the works of Byron, Shelley, and Keats. Mr. Dixon.

345. Victorian Literature (3:3). Important writings (exclusive of the novel) of the era 1832-1880. Those studied include Tennyson, Browning, Arnold, Rossetti, Swinburne, Elizabeth Browning, Carlyle, Ruskin, Newman, Clough, Huxley, and others. Miss Bush.

346. The Later Nineteenth Century (3:3). Writings of the last thirty years of the nineteenth century, including Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells, and others. Mr. Bulgin.

357, 358. Contemporary Poetry (3:3), (3:3). A study of contemporary poets whose writings reflect the changing aesthetic, social, political, and ethical conventions of our present civilizations. Either course may be elected independently of the other. Mr. Jarrell.

371. The Literary Study of the Bible (3:3). The Bible as a part of the world's great literature; designed to give the student a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. Miss Bush.

449r. Co-ordinating Course (3:3). Required of English majors in the senior year. Designed to give the student an opportunity to organize his work in his major subject and to coordinate this work with work taken in other fields. Staff.

493-494. Honors Work (3:3)-(3:3). Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Literature and Language

Prerequisite for graduate credit in all courses in literature listed below: the successful completion of at least nine hours of approved courses in English and American literature above Grade I.

507, 508. Russian Literature in Translation (3:3), (3:3). A survey of Russian fiction, including novels, stories, and plays by Dostoevsky, Tolstoy, Turgenev, Chekhov, Gogol, Leskov, Pushin, Goncharov, Saltykov-Shchedrin, Ostrovsky, and Gorky. These will be discussed as individual works of art, not as a part of literary history. Mr. Jarrell and Mr. Jezierski.

513. The English Language (2:2) or (3:3). A study of the origins and the development of the English language, emphasizing the influences on its growth as well as its present usage. Miss Charles.

531. The American Transcendentalists (3:3). A survey of the writings of the New England transcendentalist group with intensive study of the contributions of Emerson, Thoreau, and Whitman. Mr. Stephens.

532. **The American Romantic Novel** (3:3). Development of the American novel and romance from the early sentimental and gothic forms through Hawthorne and Melville. Some attention to related forms such as travel narrative, sketches, etc. Mr. Stephens.

533. **The Realistic and Naturalistic Novel** (3:3). A survey of the American novel (1860-1920) that will include such writers as Twain, James, and Dreiser and also selected minor writers. Mr. Darnell.

534. **The Modern American Novel** (3:3). A survey of modern American novels, including such writers as Faulkner, Hemingway, Fitzgerald, along with selected minor writers. Mr. Ellis.

536. **Chaucer** (2:2) or (3:3). The literary study of selections from *The Canterbury Tales*, and parts of *Troilus and Criseyde*; selected minor poems. A project will be expected of the graduate student. Mr. Bridgers.

537. **Middle English Literature** (3:3). An introduction to the language and literature of thirteenth-, fourteenth-, and fifteenth-century England. Staff.

539. **Spenser** (3:3). A study of Spenser's *Faerie Queene* and selected minor poems. Extensive reading in related works of the period. Mr. Bryant and staff.

540. **Shakespeare, Eight Plays** (3:3). A course background in the reading of Shakespeare's plays will be assumed. Mr. Bridgers and Mr. Bryant.

541. **Milton** (3:3). A study of Milton's major poems and several of his most important works in their seventeenth-century setting. Miss Gagen.

547. **The English Novel through the Nineteenth Century** (3:3). An historical and critical study of the English novel from its beginning through Thomas Hardy, with emphasis on the novel in the nineteenth century. Mr. Bulgin.

548. **The Modern Novel** (3:3). A study of a group of selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Mr. Bryant.

549. **Literary Criticism** (3:3). A study of important critical writings from Plato to the present. Particular attention to English criticism. Mr. Bulgin.

550. **Modern English Literature** (3:3) or (2:2). Consideration of a selected group of outstanding contemporary writers: essayists, novelists, dramatists, and poets. Mr. Watson.

552. **Southern American Literature** (3:3). A study of principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature. Mr. Stephens.

555, 556. English Drama from Its Beginning through the Eighteenth Century (3:3), (3:3). First semester, English Drama from the Beginnings to 1640. Second semester, English Drama of the Restoration and Eighteenth Century. Either course may be elected independently of the other. Miss Gagen, Miss Buchert.

561. Poetry of the Later Eighteenth Century (3:3). A survey of English poetry between Pope and Wordsworth, with particular attention to the works of Johnson, Gray, Cowper, Crabbe, Burns, and Blake. Mr. Dixon.

582. The Modern Drama (3:3). Drama of the late nineteenth century and the twentieth century. Staff.

Writing

525, 526. Writing-Advanced: Fiction. Mr. Taylor.

527, 528. Writing-Advanced: Poetry. Mr. Jarrell, Mr. Chappell.

529, 530. Writing-Advanced: Plays. Mr. Watson.

The courses above constitute continuations of 325, 326, and are reserved for writers who have been encouraged to study writing through a second year. Prerequisites for graduate credit: (1) the successful completion of a semester in advanced composition and in 325 or 326 or the equivalent; and (2) permission of the head of the Department of English and of the instructor.

COURSES FOR GRADUATES

The graduate student in English may work toward one of three degrees: the Master of Arts with a minor in an approved related field or with a minor in some field of American or English literature; the Master of Fine Arts with a major in writing and a minor either in other arts or in English or American literature; and the Master of Education with a major in English or a minor in English. Graduate programs are described in Chapter VIII, p. 217.

Prerequisite for writing courses planned for candidates for the M.F.A. in writing: the successful completion of at least eighteen hours in approved courses in English and American literature above Grade I. Required of all candidates for the M.F.A. in writing: Philosophy 690, Aesthetics (3:3).

Literature and Language

601. Bibliography and Methodology (3:3). An introduction to the scope, aims, materials, and methods of literary scholarship, including textual criticism. Mr. Bryant, Mr. Ladd, and Mr. O'Donnell.

609, 610. Seminar in Middle English Literature (3:3), (3:3). An intensive study of Middle English language and literature. First semester, detailed

survey of the thirteenth, fourteenth, and fifteenth centuries; second semester, concentration on a single major author, work, school, or movement. Staff.

611, 612. Seminar in the Literature of the English Renaissance (3:3), (3:3). Intensive investigation of selected authors or topics. First semester, sixteenth century; second semester, early seventeenth century. Miss Gagen.

633, 634. Studies in Nineteenth and Twentieth-Century American Literature (3:3), (3:3). Nineteenth-century seminar usually offered in fall term; early twentieth century in spring. Topics to vary. Mr. Stephens.

655, 656. Contemporary British and American Literature (3:3), (3:3). First term: an intensive study of the writings of W. B. Yeats, James Joyce, and D. H. Lawrence. Second term: William Faulkner, T. S. Eliot, and Robert Frost. Mr. Watson.

660. Modern English (3:3). A detailed study of modern American English in its synchronic aspect. Staff.

617 a, b. Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3). Primarily for M.Ed. candidates. Mr. Dixon.

662 a, b, c. Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (3:3), (3:3), (3:3). Primarily for M.Ed. candidates. Staff.

663 a, b. Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900 (3:3), (3:3). Primarily for M.Ed. candidates. Staff.

667 a, b. The English Novel (3:3), (3:3). Primarily for M.Ed. candidates. Staff.

668. Directed Reading (3 to 6). Conducted by means of individual conferences. Program of reading formulated to meet the varying needs of each student. Prerequisite: admission to candidacy for the degree. Staff.

Writing

671, 672. Graduate Tutorial in Writing: Fiction. Mr. Taylor.

673, 674. Graduate Tutorial in Writing: Poetry. Mr. Jarrell.

675, 676. Graduate Tutorial in Writing Plays. Mr. Watson.

677, 678. Special Problems in Writing. Mr. Jarrell, Mr. Taylor, and Mr. Watson.

694. Thesis (2 to 6). Staff.

DEPARTMENT OF GEOGRAPHY

Associate Professor DOZIER[1] (Head of the Department); Assistant Professor SCHUL; Instructor NIEDRINGHAUS; Assistant PARKER; Part-time Lecturer HAYES.

101r. World Human Geography (3:3). A world regional study in which the emphasis is on man and his distinctively human responses to various geographic situations throughout the earth. The nature and development of cultural regions will be studied through countries selected as representative. Students may not receive credit for both this course and Geog. 335.

[2]**211-212. Physical Geography** (3:2:3)-(3:2:3). An introduction to the earth science aspects of geography, such as weather processes and climate, soils, natural vegetation, water resources, rocks and minerals, and surface morphology. Students may not receive credit for both this course and Geog. 335.

237r. Fundamentals of Economic Geography (3:3). A world study of the location and functioning of economic activity, with an emphasis on physical and human geographic factors in analyzing patterns of production, exchange, and consumption. Required of sophomores in business education.

[2]**335r. General Geography** (3:2:3). A general survey of world environmental patterns and features, especially those of climate, the interrelationships, the physical processes involved, and the human-economic significance. Required of elementary education majors.

337. Geography of South America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of the various countries of the South American continent.

339. Geography of Middle America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of Mexico, Central America, and the Caribbean Islands.

341. Geography of Europe (3:3). An analysis of the influences of climate, surface features, and natural resources on the distribution of peoples, the economy, and problems of modern Europe.

342. Geography of the Soviet Union (3:3). A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in the Soviet Union.

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[1]On leave, first semester 1965-66.
[2]May not be used to satisfy the social science requirement.

GEOGRAPHY

344. Geography of Anglo-America (3:3). A regional study emphasizing the relationships that exist between the natural environment and the human activities in each of the geographic regions of the U. S. and Canada.

348. Geography of Asia (3:3). A survey of the physical features, natural resources, population distribution, and economic adjustments of the peoples of Eastern, Southeastern, and Southwestern Asia.

350. Geography of Africa (3:3). A study of the physical and cultural environments of Africa, with emphasis on the role of geographic factors in the historical, political, and economic development of the various regions of the continent.

501. Urban and Rural Settlement (3:3). A study of the origin, development, distribution and regional variation of the world's rural and urban settlements. Both form and function of selected major world rural and urban settlement types will be analyzed.

[1]**511. Climatology** (3:3). A study of the meaning, scope, and methods of climatology with emphasis on the climatic elements, the climatic controls, and the climatic types of the various continents. Pr. 211, or permission of the instructor.

[1]**512. Geomorphology** (3:2:3). An advanced study of the dynamics of the earth's surface: land form interpretation through selective examination of major processes, especially fluvial. Prerequisite: Geog. 211-212 or permission of instructor.

523. Political Geography (3:3). Geographic relationships in the formation, administration, and international problems of nations; emphasis is upon locational factors, boundaries, culture groups, core areas, and resource inequalities.

537. Industrial Geography (3:3). A study of the factors relating to the nature, location, and development of manufacturing industries, emphasizing locational theory, classification of manufactures, principal areas of manufacturing activity, and the interrelationships between manufacturing and other phases of economic geography.

538. Agricultural Geography (3:3). A study of factors relating to land use and agricultural productivity, emphasizing crop-environment relationships, systems, population and food problems, and expansion of agricultural frontiers.

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[1]May not be used to satisfy the social science requirement.

[1]548. **Geography of East Asia** (3:3). A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in geographic regions of Japan, China, and selected countries of Southeast Asia.

571. **Cartography and Geographic Techniques** (3:1:6). Introduction to maps and map-making, stressing drafting techniques, map design, and application of research methods to the map.

576. **Conservation of Natural Resources** (3:3). The problem of the exhaustibility of natural resources especially as it pertains to population pressure, the extent and character of resources, their use and misuse, and present conservation practices in the light of their adequacy for the future.

601. **Basic Concepts in Earth Science** (3). Fundamental principles and processes of earth science; topics to be selected from the general fields of earth-sun relations, atmospheric temperature, pressure, circulation, moisture, mid-latitude frontal conditions, and climate types—together with laboratory exercises. Pr. Consent of instructor and Dean of the Graduate School.

602. **Basic Concepts in Earth Science** (3). Fundamental principles and processes of earth science; topics to be selected from the general fields of rock and mineral analysis, weathering, soils, tectonic and gradational forces in surface morphology, and topographical map interpretation—together with laboratory exercises. Pr. Consent of instructor and Dean of the Graduate School.

603 a, b. **Special Studies in Physiography** (2), (2). A study of the physiographic regions of the United States, the genesis and pattern of the major landforms included within each, their distinctive characteristics, and their cartographic interpretation. (1st Semester: Eastern U.S.; 2nd Semester: Western U.S.) Students may not receive credit for both this course and Geog. 512.

[1]May not be used to fulfill the regional geography requirement of undergraduate elementary education majors.

GERMAN-RUSSIAN

DEPARTMENT OF GERMAN AND RUSSIAN

Associate Professor BAECKER (Head of the Department); Assistant Professor RENER; Instructor BIRZNIEKS; Lecturer KADE.

GERMAN

German 101-102, 103, 104, and 210 will not count toward a major in German. Suggested courses in support of a German major: English 201, 202 (European Literary Masterpieces); Geography 341 (Geography of Europe); Philosophy 312 (History of Modern Philosophy).

101-102. Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.

103, 104. Intermediate German (3:3)-(3:3). Review of grammar, reading lyrics, short stories, and selections from plays.

205, 206. Introduction to German Literature (3:3), (3:3). Representative works in prose and verse.

210. Scientific and Technical German (3:3). German readings in chemistry, physics, zoology, botany, geology. Prerequisite, 103.

211r. German Conversation and Composition (3:3). For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. 103, 104, or permission of the instructor.

212. Intermediate Conversation (3:3). Free conversation in idiomatic German. Written work in dialogue from. Building up an active vocabulary. Laboratory facilities.

317-318. Survey of German Literature (3:3)-(3:3). Survey of the German Literature to 1750. Major works and figures of the Medieval, the Renaissance, and the Baroque periods.

321, 322. Goethe's Life and Selected Works (3:3)-(3:3). A study of the various periods of Goethe's literary activity; reading of works illustrating different periods of his development.

325, 326. German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3). Selected works of representative writers in the fields of poetry and novel and drama.

327, 328. The Classical Period of German Literature (3:3), (3:3). Representative works of Lessing, Schiller, Goethe.

331. Lessing and His Time (3:3).

332. Schiller's Life and Selected Works (3:3).

345. German Fiction of the Nineteenth Century (3:3). Selected works of the more important writers are read. Emphasis upon the Romantic period. Collateral readings and reports.

346. The German Drama of the Nineteenth Century (3:3). Brief lectures on the lives and works of the following authors: Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, and Hauptmann.

401r. Goethe's "Faust" (3:3).

491, 492. Readings for Seniors (3:3), (3:3). Required of all seniors majoring in German. A reading list will be provided to meet the needs of the individual student. Weekly reports are required.

RUSSIAN

101-102. Elementary Course (3:3)-(3:3). Basic principles of grammar; reading of selected texts from Lermontov, Pushkin, Turgenev; some conversation.

203-204. Intermediate Course (3:3)-(3:3). Review of grammar, practice in conversation, selected readings from 19th and 20th century literature. Pr. 101-102.

215. Russian Conversation and Composition (3:3). Conversational practice based upon compositions and readings; conversation on a wide range of subjects. Pr. Concurrent with Russian 203-204, or consent of instructor.

507, 508. Russian Literature in Translation (3:3), (3:3). A survey of Russian fiction, including novels, stories, and plays by Dostoevsky, Tolstoy, Turgenev, Chekhov, Gogol, Leskov, Pushkin, Goncharov, Saltykov-Shchedrin, Ostrovsky, and Gorky. These will be discussed as individual works of art, not as a part of literary history. Same as English 507, 508.

HEALTH, PHYSICAL EDUCATION, & RECREATION

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professors MARTUS (Head of the Department), SCHRIVER, HENNIS, MCGEE; Associate Professors DAVIS, GRIFFIN[1], LEONARD, MOOMAW, ULRICH; Assistant Professors GREENE, MCCAIN, PLEASANTS, RILEY, SHAMBURGER, WHITE; Instructors DUNCAN, FLYNN, GASKIN, PORTER; Teaching Fellows BUSCH, ISOM, LUTZ, PECK, RICHARDSON, STEPHENS, STRASSER, WILKE.

HEALTH EDUCATION

101r. Health (3:3). To promote the ideal of a well-balanced program for daily living and to emphasize the student's obligation to serve society by the promotion of individual, family, and public health through the study of emotional health, preparation for family living, nutrition, health hazards, and community health. Required of all students seeking teacher certification; elective for all others.

103r. Health (2:2). Basic principles of health maintenance and promotion. Required of all one-year commercial students.

301. Health (3:3). The scientific approach to physical, emotional and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had Health 101. Will substitute for 101 in teacher certification. Elective for others.

330. Family Health (3:3). The principles and protection of family health and safety, and home care of the sick. Pr. 101 or its equivalent. Elective for juniors, and seniors and qualified sophomores.

334. Community Health (3:3). The broadening scope of community health, the attack of official and voluntary agencies upon major health problems, and the responsibility of the individual in the community health program. The Greensboro community used for laboratory, and study of community services for Health in practice and projecting plans for improvement.

338. Safety and First Aid (3:3). Factual information, desirable attitudes and behavior in safety matters, essential to safety in the home, school, camp, and community. Presentation of the American Red Cross first aid instructor training course leading to certification as instructor for those who qualify. May qualify for Civil Defense certificate in medical-self help. Teaching of first aid in community adult groups is emphasized. Pr. 101, or its equivalent.

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[1]On leave, 1965-1966.

341r. Elementary School Health (3:3). Problems relevant to desirable health practices. Selection and organization of materials, methods of instruction, and the use of modern communications media are stressed. Required of majors in Elementary and Grammar-grade Education. Pr. 101, and Biology 101-102, or Chemistry 101-102 or 103-104.

369. Child Health (3:3). Growth and development as related to the health of children from prenatal life through adolescence. Consideration is given to meeting physical, emotional, and social needs in the care of children. Pr. 101, or Biology 277.

540. Seminar in Health (3:3). Individual and group study of current problems, issues and trends in the health sciences with emphasis on the analysis of current research and literature.

PHYSICAL EDUCATION

Physical education is required of all students in the freshman and sophomore years, and of all commercial students. Two semesters of one activity may be presented for credit if activities are at two different skill levels. Juniors and seniors may elect courses listed in the catalogue as elective courses for credit, and may audit activity courses with the permission of the class chairman and the instructor.

All students are classified for activity participation by the University Physician. Selection of activities for physical education instruction and recreation must be made on the basis of these recommendations. Motor skill scores, posture examinations, interests, needs, and previous experience are used in the guidance of the student in the intelligent choice of activities for instruction and for leisure. A wide range of course offerings is available to students within the limitations of health status recommendations.

In the latter part of the first semester of the freshman year, an orientation program is offered to all freshmen. This orientation course includes readings, assignments, discussions, and group participation in units of study in the history of physical education, the philosophy of modern physical education, and patterns of living defined as health practices, body mechanics, relaxation, and leisure. Through these experiences, the student has opportunities to develop understandings, appreciations, and attitudes in the theoretical approach to physical education as a part of his total educational experiences.

Courses for Freshmen and Sophomores (½:2). 103, Body Mechanics; 104, Basic Activities; 105, Modified Activities; 106, Rest; 121, Beginning Badminton; 123, Softball; 125, Basketball and Softball; 127, Beginning Golf; 129, Beginning Gymnastics; 130, Field Hockey; 131, Recreational Sports; 135, Soccer; 137, Speedball; 139, Volleyball and Basketball; 140, Hall Ball; 141, Lacrosse; 142, Social Dance; 143, Folk Dance; 145, Beginning Modern

Dance; 147, Square Dance; 149, Tap Dance; 151, Beginning Swimming; 161, Beginning Tennis; 163, Volleyball; 170, Beginning Fencing; 220, Archery; 227, Intermediate Golf; 228, Advance Golf; 245, Intermediate Modern Dance; 252, Intermediate Swimming (lower); 254, Intermediate Swimming (higher); 256, Advanced Swimming; 258, Life Saving; 259, Water Safety Instructors; 262, Intermediate Tennis; 264, Boating and Canoeing; 266 Beginning Bowling; 221, Intermediate Badminton; 229, Intermediate Gymnastics; 267, Intermediate Bowling; 270, Intermediate Fencing.

103. Body Mechanics for the Individual (½:2). Group and individual work in practical body mechanics, the use of the body in everyday activities; posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104. Basic Activities (½:2). Designed for the student who needs additional work in basic fundamental skills as evidenced by the motor skills tests.

105. Modified Activities (½:2). Substituted for regular class work on the advice and recommendation of the University Physician and the head of the department, for those students for whom a program of light activities is recommended. Recreational activities adapted to the needs of individuals in the group.

106. Rest (½:2). Substituted for regular class work on the advice of the University Physician. Reading assignments and written work required in selected activities.

107. Physical Education for Commercial Students (½:2). Selection of activity may be made in one of the following activities: swimming, recreational games, folk and social dance, tennis, or modern dance.

108. Physical Education for Student Nurses (½:2).

ELECTIVE COURSES

241. Playground Organization and Management
See p. 158.

334. Camp Leadership (1:1). Lectures, discussions, observations, and required readings on camp program, camp organization and administration, and the place of camping in the educational program.

336. Advanced Modern Dance (1:2). Open only to students who have completed two semesters of the Modern Dance or who can demonstrate the necessary skill.

337. Waterfront Supervision (1:2). Open only to students who can present the requisite skill in swimming. Designed for students interested in camp counselorships and summer recreational programs. Red Cross certification.

338. Sports Organization and Management: Tennis (1:1). Designed especially for recreation leaders, camp counselors, high-school teachers, and social workers. Fundamentals of coaching and standards of tournament play with emphasis on the values of health protection and ethics of sportsmanship.

339. Sports Organization and Management: Volleyball and Basketball (2:2). Adapted to meet the needs of recreation leaders, high-school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports.

340. Sports Organization and Management: Recreational Sports and Softball (2:2). Adapted to meet the needs of recreational leaders, high-school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports and organization and management of recreational games.

341r. Principles and Procedures in Physical Education (3:3). Integration of principles in general education and physical education curriculum for Grades I to VI. Enrollment limited to Primary and Elementary Education Majors.

342. Social, Folk and Country Dance (2:2). A study of the national characteristics of music, costumes, dances, and folk arts. Designed for the high-school teacher, community worker, or recreation leader.

343. Festivals for School and Community (1:1). A study of traditional folk festivals and their adaptation to school and community use. Each student is required to write one festival based on the semester's study. The student should have had one semester in folk dances.

344r. Community Recreation (3:2:3). The philosophy of recreation; program planning for various types of groups, practice teaching in social recreation; and observation in local community programs. Designed especially for recreational leaders, camp counselors, girl scout executives, county home demonstration agents and social workers.

345. Elementary Dance Composition
See p. 159.

346. Intermediate Dance Composition
See p. 159.

354. History and Theory of the Dance
See p. 159.

355. Applied Dance (2:1:3). A co-ordinating course designed to increase skill in technique and the use of related art materials.

356. Applied Dance (2:1:3). Continuation of first semester course in which advanced skill and maturity in the selection and use of materials should be demonstrated.

HEALTH, PHYSICAL EDUCATION, & RECREATION

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

The department offers graduate and undergraduate courses leading to the Bachelor's and Master's degrees.

In co-operation with the Department of Sociology, the Department offers work leading to the Bachelor of Arts degree in Recreation Leadership. See p. 65.

The curriculum leading to the Bachelor of Science degree with a major in Physical Education is based on the study of natural sciences, social sciences, and health. Courses in the humanities are required to insure the cultural background essential to women who hope to hold positions in this field of education. At the beginning of the junior year, the professional student in physical education may choose a program emphasizing teacher education, dance education, recreation in physical education, corrective physical education, or dance performance. The teacher education and dance education sequences include courses in Education and Psychology required for a Grade A teaching certificate in Physical Education and Health.

No student is permitted to enter upon or continue the work of the professional course if in the judgment of the University Physician his physical condition renders it inadvisable.

For the requirements for the Bachelor of Science degree with a major in Physical Education, see p. 70.

Graduate work is offered leading to the Master of Fine Arts degree with a graduate major in dance, the Master of Education degree with a major in Physical Education, and the Master of Science degree in Physical Education.

See also Chapter VIII, Graduate School and department bulletin.

COURSES FOR UNDERGRADUATES

111, 112. Theory and Practice in Selected Activities (½:6), (½:6). Speedball, swimming, body mechanics, recreational sports, stunts, volleyball, rhythmic fundamentals, tennis, softball, modern dance orientation, safety.

211, 212. Theory and Practice in Selected Activities (½:6), (½:6). Field hockey, archery, modern dance, bowling, social dance, basketball, badminton, folk dance, swimming, golf, tap dance, American dance coaching, orientation, and safety.

241. Playground Organization and Management (3:3). Organization and leadership, techniques of teaching playground games, lead-up games to team sports, stunts, relays, and safety. Includes programming for and construction of school and community playgrounds. Observations of playground activities.

345. Elementary Dance Composition (2:2). Includes the study of the rhythmic and musical bases of dances, the elements of art and theatre in the structure of dances.

346. Intermediate Dance Composition (2:2). Includes the study of space and design elements as used in dance, and as similarly used in other arts.

348. The Dance Curriculum (2:2). Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country, and social dance. The administration of the dance curriculum and the organization and problems of the dance production.

351. Principles of Health, Physical Education, and Recreation (3:2:3). Study and analysis of the biological, sociological, psychological, educational, and philosophical foundations of physical education and health including the definition, relationship, and application of principles to the teaching of physical education. Determination of the aim and objectives of physical education. Directed laboratory experiences in selected activities; child rhythms, and English folk dance.

352. Curriculum in Physical Education (2:2). Construction of modern programs of physical education including units in health and recreation education. Study of state and city programs. Development of courses of study, instructional units, and lesson plans. Observations of junior high school and secondary school programs.

354. History and Theory of the Dance (3:3). The history and motivation of dance from primitive through present times. Study of theories of leading dancers from the beginning of theatrical dance through modern times.

359. Techniques of Coaching and Officiating (2:8).

360. Curriculum and Teaching Methods in Physical Education Activities (2:8). Gymnastic teaching, coaching and officiating in speedball, hockey, basketball, tennis, softball, fencing, folk dance teaching, intramurals marching, modern dance, camp leadership, modified field events. Opportunities for officiating in team and individual sports and procedures for the organization of field days, sport days, play days, festivals, and safety.

367. Curriculum and Teaching Methods in Health (2:2). Consideration given to materials, co-ordination of health and physical education with other subjects. Emphasis is given to program planning, problem-centered teaching, and the use of modern communications media.

376. Kinesiology (3:3). Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills and posture.

434. Camp Leadership (0). In June of the junior year, professional students in physical education are required to attend a two-week camp period in camping experience. During this summer camp program, the student must successfully pass work in the following activities: practical camp leadership, volleyball coaching and officiating, waterfront supervision, swimming methods, recreational sports, boating and canoeing. The student is given instruction in activities which can be adapted for use in camps, in practical problems of camping, and in camp counseling. The satisfactory completion of all work is necessary before the student may enter the senior year in physical education.

449. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to co-ordinate the work of the student and to serve as a guide in the co-ordination of interpretations, philosophy, and understandings in modern physical education.

460. Observation and Participation in Health and Physical Education (2:2). Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on the elementary and secondary levels under guidance of cooperating teacher. Pr. Physical Education 241, 351, 352, and Education 350.

461, 462. Directed Teaching in Health and Physical Education (3), (3). Techniques of teaching health and physical education under supervision. Full-time teaching in the Curry School, city schools, college service program, and/or teaching centers in the state. $10. Admission by application only. Acceptance contingent upon approval of department chairman, major class adviser, and major professor.

464. Administration of Health, Physical Education, and Recreation (2:2). A study of the administration of physical education in secondary schools and colleges, with special reference to the problems of the administrator in the conduct of the integrated program of physical education, health, and recreation.

465. Preventive and Corrective Physical Education (2:3). The study of the preventive and corrective programs in physical education. Organization and techniques of the physical examination. The study of body mechanics, corrective exercises, relaxation and massage. Preparation for teaching preventive and corrective physical education.

468. Evaluation and Measurement in Health, Physical Education and Recreation (3:3). Survey of tests and the application of measurement in physical education including related areas of health and recreation. Elementary testing procedures.

469, 470. Advanced Techniques and Teaching Methods in Physical Education (1:5), (1:5). Modern dance, golf, handball, squash, life saving, fencing,

bowling, sports coaching, officiating, and safety. This course includes assisting in college classes in physical education and officiating in physical education activities of the University and community. Electives are open in handicraft, scouting, golf, riding, and canoeing.

476. Problems Seminar (2:2). A general survey of current problems in the fields of physical education. The course will provide an opportunity for the student to specialize in a problem of her choice. The emphasis of the problem shall be in dance, body mechanics, recreation, or teacher education.

493-494. Honors Work (3:3)-(3:3).

Gymnasium Costume

Every woman student in the regular university courses must provide herself with a regulation gymnasium outfit as follows:

Two washable suits	$12.30
Regulation shoes	3.85
Two pair socks	1.60
Sweater	3.25
Total	$21.00

Students in the Commercial course are not required to purchase uniforms before registration. (These may be purchased at the University Book Store for $11.50.) *Men students should purchase regulation outfit from Book Store.*

Gymnasium suits must be secured after the student comes to college from the University Bookstore which handles the uniform adopted and required by the Department of Health, Physical Education and Recreation.

No swimming suit except a regulation suit may be worn in the swimming pool. This suit is supplied by the Department. The suit is laundered by the University after each swimming period. Women students using the pool must have bathing shoes and caps.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

506. Sports in the Twelve Year Program (3:3). A sports practicum designed to meet the needs of teachers of sports in the twelve year program. Emphasis determined by needs and interests of students enrolled.

522. Anthropological Bases of Dance (2:2) or (3:3). A study of the dances of the primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.

523. Dance of the Twentieth Century (2:2) or (3:3). Development and trends of the various types of dance; their relationship to older social forms and cultures; to developments in the other arts today and to our present-day social pattern.

529. Dance Notation (3:3). Development of the ability to read and write Dance Notation and the construction of a score for an original piece of choreography.

530. Recreational Crafts (2:2) or (3:3). Organization of crafts program and practical experience in the use of various craft materials.

552. Outdoor Education (2:2). A preparation of leaders in the administration and guidance of school camping and outdoor education programs with special emphasis on programming, the acquisition of skill techniques, and administrative problems.

553. Organization and Administration of Recreation (2:2). A study and general survey of programs in recreation, with special emphasis on the need of an adapted program in physical education. The development of problems which arise in planning the program.

557. The Adapted Program in Physical Education (2:2). A survey of the related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.

563. The History of Physical Education (2:2). The historical development of physical education, with special emphasis on the educational philosophies of each era, and the influences of these philosophies on current practices in physical education.

571. Physical Education for the Handicapped (3:3). A survey of orthopedic defects. Study of the physical education program for the handicapped. Individual study in related problems. Observations of orthopedic conditions through visits to orthopedic hospitals, clinics, and schools.

COURSES FOR GRADUATES

611. Introduction to Research in Physical Education (3:3). A study of the various methods and techniques used in research. Methods of preparing bibliographies, of selecting and defining problems. Outlining a research project.

612. Research Seminar (3:3). A review and evaluation of research in selected areas of health, physical education, and recreation. Discussions of applications of research findings.

613. Advanced Principles and Philosophy of Physical Education (3:3). Integration and application of principles in general education and physical education as foundations for the development of a practical philosophy of modern physical education.

614. Professional Literature (2:2) or (3:3). Basic literature and current readings in the various areas of physical education.

615. Visual Aids in Physical Education (2:2). Survey of materials available, and use of visual aids in teaching situations. Problem in developing a visual aid project.

616. Problems in Organization and Administration (2:2). Problems in organization and administration of health and physical education for the advanced student.

617r. Current Theories and Practices of Teaching Sports (2:2). Methodology and practice at various skill levels. Emphasis on seasonal activity.

618r. Current Theories and Practices of Teaching Sports (2:2). Methodology and practice at various skill levels. Emphasis on seasonal activity.

620. Rhythmical Analysis (3:3). Development of the ability to analyze complex musical forms and musical devices of composition, and to evaluate them for dance purposes.

621. Administration of the Dance Curriculum (3:3). Curriculum planning on all grade levels in all types of dances. Review of principles, aim, objectives and methods of teaching dance. A study of the problems of equipment and facilities, and of administration and organization of the dance production.

624. Survey of Contemporary Dancers (3:3). A study of the personal approaches and techniques as illustrative of the theories of leading modern dancers.

631. Leadership, Organization, and Administration for Camping (2:2) or (3:3). A course designed primarily for those interested in camp administration. Offered at camp.

649. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to co-ordinate the work of the graduate student and to serve as a guide in the co-ordination of advanced interpretations, philosophy, and understandings in modern physical education.

650. Scientific Bases of Physical Education (3:3). Application of principles derived from the scientific bases of physical education to philosophy, organization, and methodology of teaching and research.

651. Sports Seminar (2:2) or (3:3). A symposium designed to better understandings and improve skills through the guidance of recognized experts in selected sports.

662. Movement in Dance and Sports (2:2) or (3:3). Designed to assist the teacher of dance or sports in understanding existing concepts of movement, to provide opportunity for creating a viewpoint for studying movement and for the development of an individual theory of movement.

663. Supervision of Physical Education (3:3). A study of the nature and function of supervision in the public schools; supervisory methods and practices; methods of supervision of student teachers.

668. Evaluation and Measurement in Physical Education (2:2) or (3:3). Survey of tests and the application of measurement to physical education; methods of administering tests and using data.

676. Problems Seminar (1) to (4). A general survey on the graduate level of current problems in the field of physical education. The course will provide an opportunity for the student to develop a problem in the area of her choice. The emphasis of the problem shall be in dance, or body mechanics, or recreation, or sports in teacher education. Required of all candidates for the Master of Education degree. Credit may be divided over 2 or more semesters. Problems Advisor.

685. Choreography for Solo and Duet Dances (3:3). Problems in preclassic and modern form to include the study of music suitable for these forms, their qualities and time-space characteristics. Emphasis will be placed on student evaluation and development of aesthetic standards.

686. Choreography for Large Groups and Long Dances (3:3). Choreography based upon the projection of an idea or mood with careful selection of the proper music, use of line, space and time requirements. A laboratory in dance production for practice and experiments.

690. Experimentation and Analysis (3:3). Experimentation and analysis of the utilization of contemporary theories of dance and the graphic arts. Designed to meet the needs of and confined to election by those graduate students who are not dance majors. Elective for those students who are considered to have a sufficiently broad background in dance.

694. Thesis (1) to (6). Required of all candidates for the degree of Master of Fine Arts with a major in dance. A concert of the student's own choreography. In the presentation, use may be made of another dance or dancers, of a musician or both. The student must select her music, design the stage decor, and supervise the execution. She must plan the lighting and give all instructions for curtains, lights, and stage crews. The thesis shall have two parts: (1) the creative work, which must demonstrate the mastery of technique and of scholarship of the dance; and (2) the scholarly paper,

which must demonstrate a power of generalization resting on solid methodology. Required of all M.F.A. students. Credits up to six semester hours may be divided over two or more semesters. Thesis adviser.

Required of all candidates for the degree of Master of Science in Physical Education: A thesis in the form of independent research study. Credit may be divided over two or more semesters. Thesis adviser.

695. Independent Study (1) to (3). Intensive study in an area of special interest in physical education, recreation, or dance. Open to graduate students. Prerequisites: demonstrated competency for independent work and consent of departmental academic adviser and the instructor.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Professors BARDOLPH (Head of the Department), BEELER, FERGUSON, PARKER, PFAFF, SINGLETARY; Associate Professors CONNELLY, HEGE, ROBINSON, WRIGHT; Assistant Professors CALHOON, CLOWSE, CLUTTS, GORDON, HUNT, KURLAND[2], LUCZYNSKI, SPURGEON; Instructors COOLEY, KEZIAH; Lecturers GILLIS, POTTINGER.

HISTORY[1]

101-102. Modern European History (3:3)-(3:3). Since 1500, with backgrounds in ancient and medieval Europe. Staff.

105. The World In Our Time (3:3). A survey of recent world development. Mr. Parker.

211, 212. The United States: A General Survey (3:3), (3:3). First semester: to 1865. Second semester: since 1865. Staff.

213r. The United States Since 1865 (3:3). Emphasizing economic development. Primarily for majors in Business Education; elective for others who have not had History 212. Miss Hege.

215. The Civilizations of Asia (3:3). A survey of the history, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Mr. Wright.

216. The Civilizations of Asia (3:3). A study of the impact of the West on Asia, and Asia's response; the development of nationalism and Communism. The focus is on India, China, and Japan in the 19th and 20th centuries. Mr. Wright.

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[1]A student majoring in either history or political science cannot have more than a total of 42 hours of work in history or political science combined beyond the required freshman history, count toward graduation.

[2]On leave, 1965-66.

HISTORY

334. The Period of the American Revolution, 1763-1783 (3:3). Colonial social structure, organization of the Empire, British politics and society, the War for Independence, the period as a problem in historical interpretation. Mr. Calhoon.

337. The American Colonies (3:3). A study of the political, economic, and intellectual developments of the English colonies. Mr. Clowse.

338. South America (3:3). Historical development of the continent of South America with emphasis on twentieth-century politics. Mr. Parker.

340. Middle America (3:3). Historical development of Mexico, Central America, and the West Indies with emphasis on twentieth-century politics. Mr. Parker.

342. The United States, 1877 to 1917 (3:3). Selected topics in the political, economic and cultural history of the United States in the era of America's emergence as an industrial and urban society and as a world power. Miss Clutts.

343. North Carolina To 1865 (3:3). Mr. Robinson.

344. North Carolina Since 1865 (3:3). Mr. Robinson.

348. The United States Since 1918 (3:3). Selected topics in the political, economic, and cultural history of the United States since World War I. Miss Hege.

355. The Renaissance (3:3). A study of the background, causes and progress of the intellectual and cultural movements in Europe in the fourteenth, fifteenth, and sixteenth centuries. Staff.

356. The Reformation (3:3). A study of the Reformation period in European History. Staff.

373. England To 1660 (3:3). Origins and evolution of English culture and the English constitution. Mr. Spurgeon.

374. England Since 1660 (3:3). A continuation of History 373, but designed for those who wish to take the course separately. Mr. Spurgeon.

381. The Near and Middle East (3:3). Emphasizing developments since World War I. Mr. Wright.

382. The Far East (3:3). China, Japan, Southeast Asia, India and Pakistan, emphasizing the impact of Western imperialism, Asian nationalism and Communism. Mr. Wright.

401, 402. Individual Study (1) to (3). A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.

493-494. Honors Work (3:3)-(3:3).

FOR JUNIORS, SENIORS AND GRADUATES

502. Problems of Latin America (3:3). Dictatorship in government, colonialism in the economy, illiteracy in society, church-state relationships, role of the Indian, and hemispheric cooperation, presented against their historical background. Mr. Parker.

503. Main Currents in Western Civilization: The Twentieth Century (2:2). Trends in interrelationships in major aspects of contemporary culture. Discussion of principal alternatives confronting Western man. Readings in the works of leading thinkers of our time. Mr. Pfaff.

504 a, b. Contemporary Problems in International Relations (2:2). International political questions in historical context, (a) with emphasis upon their handling by the United Nations, regional organizations, and individual nations; (b) with emphasis upon an analysis of the questions themselves and alternative solutions. Mr. Parker.

[1]**515. American Foreign Policy** (3:3). An historical approach to contemporary problems. Mr. Current.

526. The Civil War and Reconstruction (3:3). Mr. Current.

[2]**528. Constitutional History of the United States** (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

[3]**529. Civil Liberties and the Judicial Process** (3:3). A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social and political factors involved in the Supreme Court decisions in this field. Miss Hunt.

546. The Old South (3:3). An interpretation of the political, economic, social and cultural forces in the evolution of the pre-Civil War South, emphasis being placed on the period from 1820-1860. Mr. Ferguson.

547. The New South (3:3). A study of Southern history from the end of Reconstruction to the present with emphasis on contemporary regional problems. The South will be studied in both relationship and contrast to national development. Mr. Ferguson.

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[1]Same as Political Science 515. Major students in either history or political science who take History (Political Science) 515 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

[2]Same as Political Science 528. Major students in either history or political science who take History (Political Science) 528 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

[3]Same as Political Science 529. Major students in either history or political science who take History (Political Science) 529 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

549. Social and Cultural Forces in the United States To 1865 (3:3). The development of American society, with emphasis on the life of the people, and the influence of changing religious, intellectual, aesthetic, literary, social, and economic currents. Mr. Bardolph.

550. Social and Cultural Forces in the United States Since 1865 (3:3). A continuation of History 549, but also open to those who wish to take the course separately. Mr. Bardolph.

553. Ancient Civilization (3:3). The Ancient World to the death of Justinian, with emphasis on the political and cultural development of Greece and Rome, and the rise of Christianity. Mr. Beeler.

554. Medieval Civilization (3:3). From the middle of the sixth century to the end of the fifteenth. Emphasis is placed on medieval life and manners, the rise and decline of the universal church, and the emergence of centralized governments from feudal localism. Mr. Beeler.

561. The Age of Absolutism (3:3). Europe 1648-1789, emphasis on French history; Louis XIV; Eighteenth century enlightened monarchs; the Old Regime; background of the French Revolution. Mr. Connelly.

566. Europe Since 1920 (3:3). Domestic developments, internal politics, and the international relations of the major countries of Europe, from the Treaty of Versailles to the present. Mr. Luczynski.

568. The French Revolution and Napoleon (3:3). The struggle for social, economic, and political democracy during the Revolution and the advancement or negation of progress toward those goals under Napoleon. Mr. Connelly.

569. Europe in the Nineteenth Century (3:3). Emphasis will be placed upon social, cultural, and intellectual history. Works of leading thinkers will be read and discussed. Mr. Pfaff.

570. Europe in the Twentieth Century (3:3). A continuation of History 569, but may be taken separately. Mr. Pfaff.

[1]**571. Political Theory** (3:3). The works of leading thinkers from ancient times to the nineteenth century. Mr. Gillis.

[2]**572. Political Theory** (3:3). The nineteenth and twentieth centuries. A continuation of History (Political Science) 571, but may be taken separately. Mr. Gillis.

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[1]Same as Political Science 571. Major students in either history or political science who take History (Political Science) 571 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

[2]Same as Political Science 572. Major students in either history or political science who take History (Political Science) 572 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

577. **Russia To 1900** (3:3). An introduction to the old Russia of Kiev and Muscovy, followed by a more intensive survey of the eighteenth and nineteenth centuries. Mr. Kurland.

578. **Russia Since 1900** (3:3). The end of the Tsarist Empire, the revolution of 1917 and its aftermath, the Soviet Union under Stalin, and recent developments. Mr. Kurland.

Courses for Graduates

600. **Historiography** (3:3). The history, methods, and philosophy of historical scholarship. Required of all candidates for the M.A. degree in History. Mr. Parker.

601. **Seminar in European History** (3:3). Selected problems in European History, before 1815. Mr. Connelly.

602. **Seminar in European History** (3:3). Selected problems in European History, since 1815. Mr. Luczynski.

611. **Seminar in American History** (3:3). Selected problems in American History, before 1865. Mr. Bardolph.

612. **Seminar in American History** (3:3). Selected problems in American History, since 1865. Mr. Bardolph.

699. **Thesis** (3 to 6). Staff.

POLITICAL SCIENCE[1]

For Juniors, Seniors and Graduates

321r. **The Federal Government** (3:3). Origin, organization, and development, with special attention to government in action and to administration. Miss Hunt.

322. **State and Local Government** (3:3). Structure and functions of government in the state and local fields. Miss Hunt.

323. **International Politics** (3:3). Analysis of basic factors of power among nations; imperialism; national policies. Mr. Wright.

324. **International Organization** (3:3). International law and organization, with emphasis on the United Nations. Mr. Wright.

327. **American Political Parties** (3:3). Party development and organization, campaigns and elections, political machines. Miss Hunt.

376. **Comparative Government** (3:3). Parliamentary and Communist governments in Europe. Miss Gillis.

[1]A student majoring in either political science or history cannot have more than a total of 42 hours in history and political science combined beyond the required freshman history, count toward graduation.

401, 402. Individual Study (1) to (3). A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.

493-494. Honors Work (3:3)-(3:3).

505. Problems in Politics (3:3). A seminar in research and study in political science. Attention will also be paid to problems of methodology and alternative conceptions of the whole field of political science as a scholarly discipline. Staff.

[2]**515. American Foreign Policy** (3:3). An historical approach to contemporary problems. Mr. Current.

[3]**528. Constitutional History of the United States** (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

[4]**529. Civil Liberties and the Judicial Process** (3:3). A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social and political factors involved in the Supreme Court decisions in this field. Miss Hunt.

[1]**571. Political Theory** (3:3). The works of leading thinkers from ancient times to the nineteenth century. Mr. Gillis.

[2]**572. Political Theory** (3:3). The nineteenth and twentieth centuries. A continuation of Political Science (History) 571, but may be taken separately. Mr. Gillis.

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[2]See note 1 on page 167.
[3]See note 2 on page 167.
[4]See note 3 on page 167.
[1]See note 1 on page 168.
[2]See note 2 on page 168.

THE SCHOOL OF HOME ECONOMICS

NAOMI G. ALBANESE, *Dean*

Professors ALBANESE, CROW, H. JOHNSON, KEENEY, PENN, RIDDER, SPERRY; Associate Professors CANADAY, HATHAWAY, LOWE, MAGEE, STALEY; Assistant Professors CLAWSON, DAY, DEEMER, DICKEY, FRANCIS, JAMES, M. JOHNSON, STRINGER, WHITE; Instructors DICKS, FREEDMAN, SINGLETARY, SMITH, TROGDON, WAGONER, WILLINGHAM; Research Instructors BUCHANAN, GARNER, HERRIN, SHOFFNER; Lecturer GRANT; Research Technician MARSHALL.

The School of Home Economics offers both undergraduate and graduate courses in its various subject-matter fields, leading to the Bachelor's, Master's degrees, and a Doctorate in Home Economics with concentration in child development.

The subject-matter areas of home economics include child development and family relations, clothing and textiles, foods, nutrition and institution management, home economics education, and housing and management.

The general education requirements of this program include courses in the humanities, the biological, physical, and social sciences.

The specialized curricula in home economics may lead to many careers and professions, including public school and college teaching, extension service, nursery school education, adult education, nutrition, food demonstration work, hospital dietetics, school lunchroom management, merchandising, interior designing, experimental laboratory work, research, and home economics journalism. See requirements page 68.

Courses listed "For Advanced Undergraduates and Graduates" may be taken for graduate credit, provided an additional problem, equivalent to one semester hour of work, is approved by the instructor and satisfactorily completed.

THE REQUIREMENTS FOR THE MASTER'S AND DOCTOR'S DEGREES

Before being admitted to candidacy for the Master's and Doctor's degree in home economics, the student must have received a Bachelor's degree in home economics or in a related field from an accredited college or university. See Chapter VIII, Graduate School.

HOME ECONOMICS

GENERAL COURSES

For Undergraduates

105r. Orientation (0:1). Personal development; choice of professions in home economics; the development of home economics. Required of all freshman majors, sophomore transfers.

401r. Special Problems in Home Economics (1) to (4). Conference hours to be arranged.

493-494. Honors Work (3:3)-(3:3).

For Advanced Undergraduates and Graduates

500. Supervised Professional Experience (1-4:0:3-12). Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major interests of the student.

For Graduates

601r. Special Problem in Home Economics (1) to (4). Conference hours to be arranged.

611r. Graduate Seminar (0). Required of students registered for 650; optional for other graduate students.

630r. Fundamentals of Laboratory Research in Home Economics (3:3). Methods of research adapted to the different subject-matter fields of home economics, to develop the scientific approach and techniques necessary for research.

640. Design and Philosophy of Research in Home Economics (3:3). Application of logic and the scientific method to problems in home economics. Progress in research in home economics. Survey, field, experimental and historical methods of research. Development of a research plan. Understanding of research reports.

650r. Thesis Problem (1) to (6). Required of all candidates for the degrees of Master of Science and Master of Science in Home Economics. Credit may be divided over two or more semesters.

670r. Minor Research (2) to (6). An individual problem which may be elected by candidates for the degree of Master of Education.

740. Home Economics in Higher Education (3:3). Home Economics in Higher Education; scope, development, philosophy, objectives, organization, curriculum. Pr. Master's Degree or consent of instructor.

750. Dissertation Problem (2) to (24). Required of all candidates for the Doctor of Philosophy degree. Credit may be divided over two or more semesters.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

212. Developmental Patterns of the Family (3:3). The study of the developmental characteristics, behavior and interpersonal relations among family members in the various stages of the family life cycle. (Restricted to Home Economics Majors.)

302r. Child Development (3:2: observation). Development of the young child in the home. Pr. Psychology 221 or approved equivalent. Observation in the nursery school is required.

412r. Family Relations (2:2). Approach to marriage, marriage adjustment and the relationships of parents and children as they are affected by modern living. Pr. or parallel 302, or approved equivalent.

462. Supervised Teaching in the Nursery School (3:1:8). Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psych. 221, H.E. 302 and 532.

For Advanced Undergraduates and Graduates

522. Parent Education (3:2:3). A course designed to give an overview of family living with special emphasis on parent education; to study the problems and procedures of teachers working with parents and/or families; to explore the implications of research with parents and to identify problem areas. Pr. or parallel 212 and 302 or equivalent.

532. Preschool Education (3). Consideration of philosophies, principles, methods and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities related therein. Weekly observation required in the University Nursery School and/or various other types of preschool centers. Pr. or parallel 212 and 302 or approved equivalent.

542. Creative Activities for Preschool Children (3:3). Principles and components of a creative preschool program with emphasis on the teacher's role and the acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

552. Child Development for Advanced Students (2). Study of the physical and psychological development of young children at home and in the community. Pr. Psychology 221 or approved equivalent. Two-hour observation period in the nursery school required. Not open to students with credit in H.E. 302, nor to students in graduate degree programs.

C567. Teaching Family Life in the High School (2). Principles, methods, and materials. (Not open to students in graduate degree programs.)

C572. Teaching Child Development in the High School (2). Principles, methods, and materials. (Not open to students in graduate degree programs.)

For Graduates

602. Problems in Child Development (2) to (4). Designated special problems such as Nursery School Administration, Parent Education Practicum, Child Guidance.

612. (a) Seminar in Child Development (2)

(b) Seminar in Family Relations (2)

Methods, design, and appraisal of research relation to (a) Child Development and (b) Family Relations.

622. Family Life Education (3). Principles, practices and content of family life education. Designed to give an overview of the field of family life education in an educational setting.

632. Infant Development (3:2:3). Principles of development, home and community factors, developmental testing, and research as related to the infant and very young child.

642r. (a) Readings in Child Development (3)

(b) Readings in Family Relations (3)

652r. Theories of Human Development (3:3). A survey of a number of selected theories extant in developmental literature will be made and each student will make a detailed, critical study of a theory or theorist of his choice.

682. Current Trends in the Field of Child Development (3). Current research relating to the concepts of physical, intellectual, social and emotional development of the child during the prenatal stage, infancy and preschool years.

692. Contemporary Family Life (3:3). A study of the contemporary family with emphasis on the needs of members as they relate to changes in society and technology. Pr. 212, 302 and 412 or equivalent.

CLOTHING AND TEXTILE

For Undergraduates

101r. Clothing Construction and Selection (3:1:6). Basic principles of construction, selection, care and management in clothing the family.

121. Clothing Selection and Construction for the Consumer (3:2:3). A course designed to meet the needs of those students who have had broad experiences in clothing construction at the high school level.

301r. Dress Design and Construction I (3:1:6). Interrelated factors in fitting, flat-pattern design and clothing construction. Pr. HE 101 and Art 101 or approved equivalents.

311r. Dress Design and Construction II (3:2:3). A study of aesthetic, psychological, and socio-economic aspects of applied clothing design. Pr. Art 101 and HE 101 or with consent of instructor.

341. Textiles (3:2:3). Study of textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.

351r. Clothing Selection and Care (3:3). Factors influencing the acquisition of clothing to include selection in relation to personal attributes, aspects of textiles for the consumer, and guides to satisfying buymanship and use practices.

For Advanced Undergraduates and Graduates

504. History of Costume (3:3). Historical, literary, and artistic background of the costume of various countries from early civilization to the present.

514. History of Textiles (3:3). Historical and artistic background of textiles of various countries from early civilization through modern times.

524. Textile Technology (3:2:3). Advanced study of the chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, and chemistry.

534. Textiles in Home Furnishings (3:3). A study of the factors related to the raw materials, quality, performance and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.

541. Textile Analysis (3:1:6). Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341, or approved equivalents, Physics or Mathematics.

547C. Materials and Methods for Teaching Clothing (2:2). Discussions, demonstrations and projects planned to meet student needs. (Not open to students in graduate degree programs).

551. Clothing for the Family (3:3). Understanding of family clothing problems and standards of buymanship.

561. Clothing and Textile Economics (3:3). Economic and social aspects of production, distribution, and utilization of clothing and textiles.

571. Advanced Clothing Construction (3:1:6). The interrelation of factors involved in creative clothing design through the draping method. Pr. 301 or approved equivalent.

584. **Contemporary Influences in Clothing Consumption** (2:2). Survey of the developments in the production, distribution, and marketing of clothing and accessories.

For Graduates

621. **Advanced Textiles** (3:3). The structure and function of the textile industry and its role in world economy. Includes advanced study of current fibers, their processing, marketing and use.

631. **Problems in Clothing and Textiles** (2) to (4). For clothing and textile graduate students with the approval of the instructor.

634. **Evaluation in Clothing and Textiles** (3:3). The application of evaluation principles and techniques in the field of clothing and textiles.

661. **Sociological and Psychological Aspects of Clothing and Textiles** (3:3). Sociological and psychological concepts and theories as related to clothing, with emphasis on relevant research.

671. **Seminar in Clothing and Textiles** (3:3). Study, reporting and discussion of current research.

681. **Dress Design and Construction III** (3:1:6). Advanced study of creative dress design and construction; their relation to fashion, materials, the human form, and accessories. Pr. 571 or approved equivalent.

691. **Problems in Tailoring** (3:3). Principles of decision-making and management applied to the construction of a tailored garment by custom and trade methods. Pr. 101 and 301 or 311, or an approved equivalent.

694. (a) **Readings in Clothing** (3)

(b) **Readings in Textiles** (3)

FOODS AND NUTRITION

For Undergraduates

103r. **Food Selection and Preparation** (3:2:3). Principles in food and nutrition with emphasis on standards of selection, purchasing, preparation, storage and service of food.

213r. **Nutrition** (3:3). Principles of nutrition, food preparation, and meal planning as related to health and efficiency. Pr. or parallel one year of science.

303r. **Meal Management** (3:2:3). The planning, marketing, storing, preparing, and serving of food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.

313. Nutrition and Dietetics (3:2:3). Principles of nutrition; application to the planning of adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallels, Chemistry 225 and 326 or approved equivalents.

353r. Food Preparation and Meal Service (3:2:3). The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned primarily for other than home economics majors.

For Advanced Undergraduates and Graduates

503. Experimental Food Study (3:2:3). Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent.

517C. Management Problems in Teaching Foods (2). Food preparation in relation to the use of time, energy and equipment. (Not open to students in graduate degree programs.)

533. Food Economics (2:2). Food production and distribution; markets and marketing; selection and storage; standardization and prices; utilization of foods in the home.

563C. Food Preservation (2:1:2). Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. (Not open to students in graduate degree programs.)

573. Diet Therapy (3:3). Modification of normal diet to meet the dietary requirements of pathological and special conditions. Pr. 313, Biology 277.

583. Food Demonstration Techniques (2:1:2). Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.

593. Advanced Nutrition (3:3). Emphasis on pregnancy, infancy, childhood and adolescence, old age; normal nutritional conditions. Pr. 313.

For Graduates

613. Readings in Foods and Nutrition (2).

623. Current Trends in Nutrition (3:3). Advanced study of principles of nutrition and their relation to health; effective methods of teaching nutrition on different age levels. Pr. 213 or 313.

643. Family Nutrition (3:3). Nutrition related to the well-being and needs of family members; methods of judging and appraising nutritional status; and practice in planning meals to meet nutritional needs.

653. Problems in Foods and Nutrition (2) to (4).

HOME ECONOMICS

INSTITUTION MANAGEMENT

For Advanced Undergraduates and Graduates

509. Quantity Cookery (3:1:6). Principles of food preparation applied to large quantities. Emphasis is placed on menu planning, the correct use and care of power equipment, cost control, and food service. Pr. 303 or approved equivalent.

519. Institution Management (2:2). The planning, organization, and administration of institution food service, personnel, and work units.

520. Institution Marketing (2:2). Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or parallel 103 or 303. Field trips required.

540. School Food Service (2:1:3). Selection, purchase, preparation, and service of food or school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms.

549. Supervised Experience in Institution Management (3:0:9). Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.

For Graduates

629. Readings in Institution Management (2).

639. Advanced Institution Management (3:3). The furnishing, maintenance, and administration of institution housing.

659. Advanced Quantity Cookery (2:1:3). Advanced problems in the standardization, preparation, and cost of food on the quantity basis. Pr. 509 or approved equivalent.

660. Problems in Institution Management (2) or (4). With the permission of the instructor.

HOME ECONOMICS EDUCATION

For Undergraduates

357. Curriculum and Teaching Methods in Home Economics (3:3). Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or by consent of instructor.

467r. Supervised Teaching in Home Economics (6). Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting and contacts with school and community activities. Course completed in nine weeks. Fee $20.

478. Planning and Evaluating the Homemaking Program (2:2). Planning the homemaking program in secondary schools in relation to the total school

program and the community, emphasis being given to curriculum development and evaluation. Course completed in nine weeks.

For Advanced Undergraduates and Graduates

507. Trends in Home Economics Education (2:2).

508C. Vocational Home Economics (3:3). Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools. (Not open to students in graduate degree programs.)

518. Methods in Adult Homemaking Education (2:2). Organization; teaching methods and materials; evaluation.

527. Problems in Home Economics (2) to (6).

597. Audio-Visual Education in Home Economics (2:2). Evaluation and use of audio-visual materials in home economics.

For Graduates

627. New Perspectives in Home Economics Education (3:3). Current emphasis in learning theory in relation to developments in educational technology, planning for the attainment of affective objectives, coping with the problem of individual differences. Pr. Student teaching or teaching experience.

637. Philosophy and Techniques of Supervision in Home Economics Education (3:3). Principles and procedures in supervision related to pupil and teacher growth and improvement of instructions.

657. Evaluation in Home Economics (3:3). Philosophy and methods of evaluation. Procedures for self evaluation, evaluation of group processes and recording and reporting progress.

668. Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (2:2). Procedures recommended for improving interpersonal relationships between teachers, pupils, and others in school and community.

677. Curriculum in Home Economics (3:3). Underlying principles of curriculum development and application of principles to home economics curricula.

687. Guidance in Home Economics (2:2). Principles and techniques used in conducting conferences with pupils, especially in relation to home experiences.

HOME ECONOMICS

HOUSING AND MANAGEMENT

For Undergraduates

205r. The House and Its Furnishings (3:2:3). Planning and furnishing a livable home in relation to use, economy, beauty, and individuality.

305r. Functional Interior Design (3:1:6). Space requirements for family living executed into interior designs. Pr. 205.

345r. Home Furnishings Laboratory (2:0:6). Selection, renovation, and construction of economical, attractive and functional home furnishings.

355r. Planning and Furnishing the House (3:3). Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Primarily for other than home economics majors.

405r. Home Management House Residence (2). Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks.

446r. Family Economics (2:4). The management resources of individuals and families in relation to human needs, goals, and values. Course completed in nine weeks.

For Advanced Undergraduates and Graduates

515r. Household Equipment (3:2:3). Selection, operation, care and arrangement of household equipment in relation to family resources. Pr. Physics 301 or approved equivalent.

525. Work Simplification (3:2:2). Problems of home management in relation to the use of time and motion.

535. Lighting and Wiring Design (2:2). A basic study of lighting and wiring design for homes. Pr. Physics 301, Home Economics 515.

536. History of Furniture (3:3). Dominant influences and characteristics of historical and contemporary furniture design.

545. Family Finance (2:2). The use of financial resources in relation to the life cycle of the family.

546. Seminar in Home Furnishings (2:1:1). The design, construction and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores and the Southern Furniture Market. By permission of the instructor.

555. Housing (2:2). Economics and social factors relating to planning and constructing houses for family living. Pr. 205.

556C. Methods and Materials for Teaching Housing (2:2). (Not open to students in graduate degree programs.)

575. Advanced Home Furnishing (3:1:6). The execution of creative solutions for home and commercial interior design problems. Pr. Art 101, H.E. 205, 305 or equivalent.

586. Contemporary Interior Design (3:3). The designers, products and history of the contemporary design movement. Pr. Art 101, H.E. 205.

For Graduates

605. Advanced Home Management (2:2). Development of procedures used in home management with emphasis on organization, group relations, and evaluation.

606. Social and Economic Problems of the Family (3:3). Social and economic problems of families in relation to their values and goals and to their resources and managerial abilities.

616. Problems in Family Economics and Home Management (2) to (4). Individual study of problems in family economics and home management.

626. Readings in Family Economics and Home Management (2) to (4).

646. Practical Problems in Home Furnishings (2). Planned primarily for teachers.

665. Problems in Housing and Furnishing (2) to (4).

675. Advanced House Planning (3:1:6). The planning of houses to meet the individual and group needs of families for work, leisure and rest from a combined functional and aesthetic viewpoint.

685. Readings in Housing (3).

695. Advanced Household Equipment (2:2). Intensive study of selected household equipment. Pr. 515, or approved equivalent.

DEPARTMENT OF MATHEMATICS

Professors POSEY (Head of the Department); Assistant Professors GENTRY, SCHMIDT; Instructors CARROLL, HOKMAN, JONES, MACDONALD, ROWLEY, SAUNDERS, STEINMETZ.

MATHEMATICS

The courses essential to the major are 217, 218, 219, 311, 312, 318. For students beginning as freshmen in Fall 1966 courses required for the major are: 191, 292, 293, 311, 312. Physics 103-104 advised.

[1]**110r. College Algebra** (3:3). Sets and numbers, inequalities, permutations and combinations, mathematical induction, complex numbers, theory of equations, determinants, progressions.

[1]A student with credit for 110 or 112, may not receive credit for 121.

MATHEMATICS

[1]112r. **Analytic and Plane Trigonometry** (3:3). Trigonometric (circular) functions, identities and equations, exponential and logarithmic functions, triangles, coordinate systems, distances, lines in the plane, complex numbers.

[1]121. **College Algebra and Plane Trigonometry** (3:3). Elementary set theory; development of the number systems; algebraic, trigonometric, circular, logarithmic, and exponential functions. Pr. 4 units of high school mathematics, including advanced algebra and trigonometry.

191r. **Calculus I** (3:3). The first course of a three semester sequence of integrated analytical geometry, differential, and integral calculus. Pr. 110 and 112, or 121 or consent of the department.

201. **Principles of Business Mathematics** (3:3). Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices, and basic computer concepts. Designed primarily for Business Education majors. Students taking the B.A. course will be admitted only with the special permission of the department head. A student may not receive credit for both 110 and 201.

217r. **Analytic Geometry** (3:3).

219. **Calculus** (3:3), (3:3). A two semester sequence in integrated differential and integral calculus. Pr. 218.

292r, 293r. **Calculus II, III** (3:3), (3:3). The second and third course of a three semester sequence of integrated analytical geometry, differential, and integral calculus. Pr. 191.

301, 302. **Number Systems, Algebra and Geometry** (3:3), (3:3). An intuitive development of the real number system with emphasis on arithmetic properties; elementary set theory, basic concepts of algebra and informal geometry. A junior or senior elective for students who have not taken Math 110 or equivalent. 301 is prerequisite for 302. Designed primarily for prospective elementary teachers.

311, 312. **Introduction to Modern Algebra I, II** (3:3), (3:3). An investigation of algebraic structures by means of an introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials; an elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 218 or consent of instructor.

318r. **Calculus** (3:3). Includes infinite series, functions of several variables, partial derivatives, multiple integrals. Pr. 219.

328. **Advanced Analytic Geometry** (3:3). Pr. 218.

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[1]A student with credit for 110 or 112, may not receive credit for 121.

[1]341. **Fundamental Concepts of Statistics** (3:3). An introductory course for either mathematics majors or students in other departments. Emphasizes the logic of statistical inference rather than either mathematical proof or computational routines. Includes simple linear correlation, regression, and contingency as well as tests of hypotheses and confidence intervals based on the hypergeometric, binominal, normal, or t distribution. Pr. 218.

394. **Advanced Calculus IV** (3:3). Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems.

432. **Differential Equations** (3:3). Pr. 219.

493-494. **Honors Work** (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

511. **Theory of Numbers** (3:3). Pr. 219 or consent of instructor.

520. **Foundations of Geometry** (3:3). Pr. 312 or consent of the instructor.

521. **Projective Geometry** (3:3). Pr. 219.

530, 531. **Mathematical Analysis** (3:3), (3:3). Pr. 318.

537. **History of Mathematics** (3:3). Pr. 218.

[1]541. **Statistical Methods for Research** (3:3). A brief course for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Primarily concerned with inductive statistical methods but also includes the basic concepts and techniques of descriptive statistics.

542. **Selected Topics in Statistics** (3:3). Analysis of variance and co-variance. Multiple and partial correlation, multiple and curvilinear regression. Rank correlation and other non-parametric methods. Pr. 341 or 541 or permission of the instructor.

593, 594. **Directed Study in Mathematics** (3), (3). Individual study in an appropriate area of mathematics, directed through regular conferences with the instructor. Pr. Permission of the department head.

600a. **Number Systems** (2). A course in the basic concepts of sets and numbers for teachers of junior high school mathematics. A study of the real number system with emphasis on the arithmetic properties; elementary set theory; base systems and algorithms. Designed to meet the needs of teachers of pre-algebra and terminal mathematics courses of grades 7-9. No prerequisites in college mathematics.

[1]A student may receive credit for only one of 341, 541.

600b. Basic Concepts of Algebra and Informal Geometry (2). Designed for teachers of junior high school mathematics. Fundamental properties of plane and spacial configurations; area and volume measurement; similarity and congruence. Inequalities and equations; relations and functions. Prerequisite 600a or consent of instructor.

601a. Fundamental Concepts of Mathematics with Special Reference to Algebra (2:2). Such basic concepts as the theory of sets, mappings, number systems, and algebraic structures. Topics in groups, rings, and fields will be selected from modern algebra as they have particular relevance to high school algebra. Pr., one semester each of analytic geometry and calculus, or consent of the instructor.

601b. Fundamental Concepts of Geometry (2:2). Deductive reasoning in Euclidean geometry, non-Euclidean geometrics, introduction to projective geometry, topics from elementary topology. Pr., one semester each of analytic geometry and calculus, or consent of instructor.

ASTRONOMY

101. Introduction to Astronomy (3:3). An elementary appreciation course designed to enlarge the student's horizon and to give her a permanent and enjoyable out-of-doors interest. Although the course lays emphasis upon the constellations and their stories and upon the bodies in the solar system, it also attempts to give the student some sense of the universe as a vast and ordered whole, and of our place in this universe. A three-inch telescope and a small electrically driven planetarium used for demonstration purposes. Designed primarily as a freshman elective. Cannot be used to fulfill science requirements for graduation.

310. Elementary Descriptive Astronomy (3:3). An outline of the basic facts in astronomy and its history, with constellation study. Designed for those interested in the cultural side of science and for prospective teachers of general science. No prerequisite in college mathematics; cannot be used to fulfill the science requirements for graduation. Elective for juniors and seniors and approved sophomores. A student may not receive credit for both 101 and 310.

SCHOOL OF MUSIC

LEE RIGSBY[1], *Dean*

Professors ERICOURT, RIGSBY, STONE, THOMPSON; Associate Professors COWLING, DARNELL, DEVENY, DICKIESON, FRED[2], LUCE, P. MORGAN; Assistant Professors COX, HICKFANG, HUNKINS, KIORPES, I. MORGAN, WILSON; Instructors COFIELD, COLLINS, COUSINS, HILBRINK, LYNAM, MEACHAM; Teaching Fellows ALBEA, CLARK, EICHHORN, OGG, PHILLIPS, REDDING; Graduate Assistants BRETT, HONG, HUGHES, C. MEACHAM, MILLER, MINTON, MYEROVICH, TUTZAUER, SIGMON, WATSON.

The School of Music offers curricula leading to the degrees of Bachelor of Music, Bachelor of Arts with major in music, the Master of Education in Music Education, Master of Applied Music and Master of Fine Arts in Theory-Composition.

The School of Music is a member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

COURSES FOR UNDERGRADUATES
THEORY AND COMPOSITION

101, 102. Theory I, II (3:3), (3:3). A course in the fundamentals of music with special emphasis on part-writing techniques and principles.

103, 104. Sight Singing and Dictation I, II (1:2), (1:2). A concentrated drill in the techniques and principles of aural musicianship.

201, 202. Theory III, IV (3:3), (3:3). A continuation of Theory I, II. Special emphasis on chromatic harmony and composition in smaller forms.

203. Sight Singing and Dictation III (1:2). A continuation of Sight Singing and Dictation I, II.

204. Keyboard Harmony (1:2). Application of the techniques and principles of written harmony to the keyboard. Special emphasis on modulation, improvisation, and figured-bass realization.

301a, b. Counterpoint (2:2), (2:2). A study of contrapuntal forms and techniques.

[1]Resigned January 1, 1966.

302a, b. Form and Analysis (2:2), (2:2). A study of musical form with special emphasis on the structural procedures of 18th, 19th and 20th century compositions.

303. Instrumentation (2:2). Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and choirs.

304. Orchestration (2:2). Practical orchestration in all its applications. Analysis of scores of standard compositions with respect to style and methods.

305, 306. Composition I, II (3:3), (3:3). Creative writing in the smaller forms.

401. Twentieth-Century Musical Idioms (2:2). Specialized study of contemporary styles and idioms.

403, 404. Advanced Contrapuntal Writing (3:3), (3:3).

405, 406. Composition III, IV (3:3), (3:3). Continuation of 306.

493. Honors Work

MUSIC HISTORY AND LITERATURE

All Music History and Literature courses are open to nonmusic majors with the consent of the instructor.

141r. Music Appreciation (3:3). An introduction to the literature of music. No musical background is necessary.

331, 332. History of Music I, II (3:3), (3:3). Detailed study of music history. First semester: History of Music to about 1600; second semester: History of Music from 1600 to the present. Pr. 141, 341, or 102.

338. History of Organ Literature (2:2). Fall semester.

341r. Music Appreciation (3:3). Designed particularly for junior and senior nonmusic majors. No musical background necessary. Not open for credit to those who have had 141r.

342. Music Appreciation, Twentieth Century (3:3). Designed particularly for junior and senior nonmusic majors. No musical background is necessary.

368. Church Music Organization (2:2). A practical study of the church service, including hymn-playing; the accompaniment of solos, anthems, and oratorios; modulation and improvisation; and familiarization with the major liturgies. (Required of organ majors.)

447, 448. Individual Study in Music History and Literature (2), (2) or (3), (3). Directed study in reading and research in specialized areas of Music History and Literature.

493. Honors Work

MUSIC EDUCATION

161, 162. Class Strings I, II (1:2), (1:2). Class instruction in all stringed instruments.

163. Class Woodwinds (1:2). Class instruction in woodwind instruments.
164. Class Brass and Percussion (1:2). Class instruction in brass and percussion instruments.

165, 166. Class Voice (1:2), (1:2). Class instruction in voice.

265. Clarinet Class (1:0:2). Laboratory lessons in clarinet, using methods and materials suitable for public school teaching.

361, 362. Public School Music (3:3), (3:3). First semester: emphasis on music fundamentals and methods for primary grades; second semester: methods and materials for intermediate and upper grades.

363, 364. Curriculum and Teaching Methods in Elementary and Secondary Schools (3:3), (3:3). First semester: principles, materials and procedures for junior and senior high schools; second semester: elementary grades.

365, 366. Piano Methods and Materials (3:3), (3:3). Study of fundamental teaching materials and their application.

367. Instrumental Music in the Public Schools (3:3). A survey of the philosophies and methods of teaching instrumental music including the following: curriculum, scheduling and administrative problems, the band, the orchestra, school and community support, physical plant, equipment and budgets, repertoire and program building, contests, festivals and clinics, evaluation of music materials, teaching aids and professional publications.

461, 462. Piano Student Teaching (3:3), (3:3). Daily teaching of children under faculty supervision.

465, 466. Student Teaching (3:3), (3:3). Daily teaching in primary and secondary grades under faculty supervision. Prerequisite Music 363-364. Fee $10.

469. Methods and Materials in Teaching Instrumental Music (3:3). Study of the philosophies and methods of teaching instrumental music in homogeneous classes, privately, and the band and orchestra. A survey of materials for all instruments and ensembles.

493. Honors Work

All students majoring in general music education must complete one semester of functional piano.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. 16th Century Counterpoint (3:3). The style and technique of 16th century composition; writing in two, three, and four-part counterpoint.

504. Advanced Analytical Techniques (2:2). Advanced studies in the analysis of 18th and 19th century compositional techniques.

505, 506. Composition (2:2), (2:2). Creative writing in the larger forms.

511. History of Opera (3:3). A detailed study of representative operas of various styles and periods in the development of opera from 1600 to the present.

521. History of Art Song (3:3). A detailed study of art songs representative of the various styles and periods from the late sixteenth century to the present.

528. The Interpretation of Choral Music (3:3). Advanced techniques in choral conducting, with special emphasis on stylistic distinctions; detailed study of representative examples of all styles of choral music through choral directing and singing.

531, 532. Introduction to Twentieth Century Music (2:2), (2:2). A survey of twentieth century music from Impressionism to the present.

537. Chamber Music Literature (3:3). An advanced study of the styles and compositional techniques employed in Chamber Music from Haydn to the present.

538. Symphonic Literature (3:3). An advanced study of symphonic styles and techniques from the mid-eighteenth century to the present.

542. Music in Our World Today (2:2). Designed especially for the teacher of the general music class, both elementary and secondary public school. Subject matter covers music in recreation; music in religion; folk music of this and other lands; music in relation to the other arts.

544. Psychology of Music (3:3). An examination of music as an art and a science with special attention to the psychological processes upon which music appreciation depends.

545. Pedagogy of Music Theory (3:3). The techniques, methods, and materials involved in the teaching of Music Theory on high school and college levels.

547, 548. Individual Study in Music History and Literature (2:2), (2:2). A directed study in reading and research in specialized areas of Music History and Literature.

563. Band Arranging (2:2). History and development of the wind and percussion instruments, with practical exercises in arranging and scoring for marching and concert bands.

565. Principles of Choral Singing (2:2). A course for choral directors and singers, dealing with four principal aspects of choral singing: tone, diction, style, and artistry. Designed for teachers in service.

COURSES FOR GRADUATES

The graduate student in music may work toward the Master of Education degree with major in Music Education, the Master of Music in Applied Music or the Master of Fine Arts in Theory-Composition. For further information on these programs, consult the graduate section of the catalogue or write to the Dean of the School of Music.

601. Seminar in Music Research (3:3). Introduction to the methods and materials used in music research.

610. Lecture-Demonstration (2:1). A research project leading to a public lecture-recital.

611. Techniques of Twentieth Century Music (3:3). Advanced analytical study of selected twentieth century compositions, with particular attention to contemporary idioms and structural procedures.

621. Piano Literature (3:3). An advanced study of the literature for the piano from the French Clavecin school to the present.

647, 648. Individual Study in Music History and Literature (2:2), (2:2). A directed study in reading and research in specialized area of Music History and Literature.

650. Seminar in Music Education (3:3). A study of current philosophy, practices and trends in the field of music education; its challenges in dealing with elementary and secondary students and its opportunities in the community. Each student will do research in a subject of her own choice.

652. Music Supervision (3:3). A detailed accounting of the many facets of school music administration and the problems and responsibilities pertaining thereto.

693. Supervised Research in Music Education (2:2).

694. Thesis (4). Individual guidance in the development of a specific research problem.

ENSEMBLES

All ensembles are open to any college student with permission of the director.

180ab. University Choir (½:3), (½:3).

181ab. University Glee Club (½:2), (½:2).

182ab. University Chorale (1:3), (1:3).

191ab. University Sinfonia (1:3), (1:3).

192ab. University Band (½:2), (½:2).

196ab. University Ensemble (1:2), (1:2).

380ab. University Choir (1:3), (1:3).

569ab. University Ensemble (1:2), (1:2). Supervised participation in small chamber ensembles such as string quartets, trios, brass and woodwind choirs, vocal ensembles, etc.

APPLIED MUSIC

170, 171. Diction for Singers (3:3), (3:3). First semester: a study of phonetics and their application to the pronunciation of English, Italian, and ecclesiastical Latin. A study of the special problems involved in singing in English; Second semester: a study of the phonetic alphabet as it relates to French and German and of the special problems involved in the singing of these languages.

371, 372. Conducting (2:2), (2:2). First semester: emphasis on choral direction; second semester: emphasis on orchestral conducting. Co-requisite for 371: University Choir or University Chorale.

375, 376. Opera Workshop (2:0:6), (2:0:6). Techniques of singing in opera and oratorio with actual participation in School of Music performances. Open to any university student with the permission of the director.

473, 474. Accompanying (1:2), (1:2). Accompanying of vocal and instrumental performers under faculty supervision.

539ab. Advanced Conducting (2:2), (2:2). Advanced score reading. Conducting of works in larger forms, with detailed criticism of conducting technique in its relation to content of the score. Prerequisite or co-requisite for 539a: at least one year of college choral ensemble participation.

573, 574. Accompanying (1:2), (1:2). Continuation of 473, 474.

575, 576. Opera Workshop (2:0:6), (2:0:6). Participation in major operatic roles and the study of technical problems in operatic productions.

600. Recital (2:1).

All entering students who plan to major in applied music must pass a placement examination. Students not majoring in music who wish to earn credit in applied music must also pass an examination or take applied music without credit.

Private music instruction is offered in piano, organ, voice, and all orchestral and band instruments. Major or principal applied music lessons are one hour per week or two ½ hour lessons per week. Secondary applied music lessons are ½ hour per week. Credit hours prescribe the practice requirements.

Credit	*Freshmen*	*Sophomores*	*Juniors*	*Seniors*	*Graduates*	
0	150 a,b	250 a,b	350 a,b	450 a,b	550 a,b	
1,1	151,152*	251,252*	351,352	451,452	551,552	
2,2	153,154*	253,254*	353,354	453,454	553,554	653,654
3,3	155,156	255,256	355,356	455,456	555,556	655,656
4,4	157,158	257,258	357,358	457,458	557,558	657,658
5,5	159,160	259,260	359,360	459,460	559,560	659,660

COURSE REQUIREMENTS

The list of requirements in applied music as outlined below is for the guidance of the student majoring in applied music (Bachelor of Music), and is a flexible rather than a rigid description of requirements. However, a student must complete one level each semester.

For a student studying applied music as a secondary area in his major, the requirements are outlined by his teacher according to the needs of the student's major field of study.

Piano Course

Entrance Requirements: Major and minor scales and arpeggios at moderate tempi; Études, such as Czerny 299; Heller Op. 47; Little Preludes and Fugues, Bach; easier Two-part Inventions, Bach; compositions by standard composers equivalent in difficulty to Mozart, Sonata in C Major, No. 3; Haydn, Sonata in C minor, No. 11; Beethoven, Sonata Op. 49, No. 2.

Freshman Year: Major and minor scales M.M. 108. Major and minor, dominant seventh and diminished seventh arpeggios. M.M. 72; trill, one, two, four, eight notes, M.M. 60; legato and staccato octaves at moderate speed. Czerny, Op. 29 and Cramer; Bach, Two-part Inventions, early sonatas of Haydn, Mozart, Beethoven, compositions of equal difficulty from romantic and modern schools.

*These courses may be designated a and b, and extended through two semesters.

Sophomore Year: Scale M.M. 132. Cramer: Czerny Op. 740; Bach, Three-part Inventions; easier dance movements from French suites; Beethoven Sonatas Op. 14, No. 1; Op. 14, No. 2; romantic and modern compositions.

Junior Year: Major and minor scales M.M. 144; scales in thirds, sixths, tenths, M.M. 132; Czerny, Op. 740; Clementi, Gradus and Parnassum; French and English suites; easier preludes and fugues from W. T. C., Bach; more difficult Beethoven sonatas; compositions by Schumann, Schubert, Chopin, Brahms, Liszt, Debussy, Bartok, and other contemporary composers.

Senior Year: Bach, preludes and fugues from W. T. C.; Chopin Études, a wide repertoire embracing a sonata, concerto, and pieces by classic, romantic, and modern composers. Graduation recital appearance.

Voice Course

Freshman Year: Voice classification. Tone production and diction study. Song literature from the Italian operatic and oratorio repertoire of the seventeenth century. Study of Old English classics.

Sophomore Year: Emphasis on development of legato singing and flexibility as elements of technique. Choice of song literature determined in large measure by state of development in the use of foreign languages.

Junior Year: Emphasis on vocal agility, volume, range and quality of tone. In addition to study of more advanced works in foreign languages, modern American and English songs are given increased attention. Operatic and oratorio arias required at this stage of development.

Senior Year: The main emphasis is upon the interpretive aspects of singing and development of the student's capacity to sing with style and distinction. The repertoire is general and is governed by special capabilities of the student. A graduation recital appearance is required.

Violin Course

Entrance Requirements: The student should be able to pursue to her advantage the study of the 42 Études of Kreutzer. A previous thorough study of the Kayser Op. 20, the Mazas Special Studies, and the Dont Exercizes Preparatory of Kreutzer is recommended.

Freshman Year: Careful review of previous technical study. Sevcik trill studies. Kreutzer Études. Three octave scales and arpeggios. Concertos of Bach, Viotti.

Sophomore Year: Kreutzer and Fiorillo études, double stop studies. Concertos, Spohr, No. 2; Viotti, No. 22.

Junior Year: Rode Caprices. Concertos, Bruch, Mendelssohn; sonatas, Tartini and Corelli.

Senior Year: Bach solo sonatas. Selected great concertos and sonatas. Smaller modern works. Graduation recital appearance.

Violoncello Course

Entrance Requirements: Major and minor scales in two octaves; ability to play musically the Corelli Sonata in D minor, or a classic work of similar type; technical ability to play the Goltermann Concerto No. 4 or the equivalent. The student should be in a position to pursue to her advantage the course for the freshman year outlined below.

Freshman Year: Major and minor scales in three octaves; scales in broken thirds and arpeggios (Klengel, *Technical Studies*, Vol. I) Lee Op. 31 Book II; *Dotzauer, 113 Exercises for Violoncello*, Book II, Bach Suite I in G Major. Sonatas by Corelli, Eccles, Handel, Marcello. Pieces by Bach, Goltermann, Popper, etc.

Sophomore Year: Major and minor scales in four octaves; scales in thirds and arpeggios. Merk, Op. 11; Dupont, 21 Études; Grutzmacher, Op. 38, Book I. Bach, Suite II in D minor. Sonatas by Sammartini, Mozart, Cassado, Beethoven (Op. 5, No. 1 or 2), Mendelssohn, Strauss. Boellmann, Symphonic Variations. Pieces by Bach, Faure, Guerini, Mendelssohn (Op. 17) Saint-Saëns, etc.

Junior Year: Major and minor scales in sixth, octaves and double stops. Grutzmacher, Op. 38, Book II; Franchomme, Op. 7; Piatti, Op. 250 Bach, Suite III in C major. Sonatas by Beethoven (Op. 69), Grieg, Rachmaninoff. Concertos by Boccherini and d'Albert, Lalo or Saint-Saëns. Pieces by Bach, Bloch, Granados, Senaille, Schumann (Op. 70, 73, or 102), etc.

Senior Year: Major and minor scales with spiccato and other special bowings. Orchestral studies, Bach, Suite IV in E-flat major or Suite V in C minor, Sonatas by Beethoven (Op. 102, No. 1 or 2), Brahms (Op. 38). Debussy, Delius. Concertos by Haydn and Elgar or Schumann. Pieces by Bach, Beethoven (Variations), Bloch, Cassado, Chopin (Op. 3), Dvorak, etc. Graduation recital appearance.

Organ Course

Freshman and Sophomore Years: Prerequisite for study in the organ department is a sufficient piano technique, equivalent to the freshman requirements in Piano of this University. Students may be required to continue piano at the discretion of the teacher. If accepted, the student must show technical and musical development in the performance of the easier organ Chorales and Preludes and Fugues of Bach, the works of pre-Bach composers, the Chorale-Preludes of Brahms, and selected works by composers of the romantic and contemporary periods.

Junior and Senior Years: The student is expected to perform compositions selected from the larger works of Bach and pre-Bach composers,

the works of Franck, and compositions by Langlais, Sowerby, Schroeder, Pepping, Alain, and others. A recital appearance is required in both the junior and senior years of study.

Wind Instrument Course

Flute

Entrance Requirements: Major, harmonic minor and chromatic scales in one-octave patterns. Ability to play Handel Sonata No. II or a work of equal difficulty.

Freshman Year: Major, minor and chromatic scales in two-octave patterns from all degrees of the scales. Daily exercises of André Maquarre. Studies of Andersen; Op. 30, Op. 63 and Op. 21. Studies of Koehler Op. 33, Book II. Literature: Sonatas I-VII by Handel, Sonatas I-IV by Telemann, Sonata in F Major by Marcello, Chanson et Badinerie by Camus, Fantasie Op. 79 by Fauré and Cantabile and Presto by Enesco.

Sophomore Year: Continuation of Maquarre Daily Studies and scale studies begun in the Freshman year. Studies of Andersen Op. 15; Koehler Op. 33 (Book III); Sousmann Book III. Literature: Sonatas by J. S. Bach (I-VI), Poulenc, Locatelli. Concerti by Jacob, Quantz and Vivaldi. Sicilienne et Burlesque by Casella, Night Soliloquy by Kennan.

Junior Year: Continued scale studies. Daily Studies by Reichert. Studies of Andersen Op. 60; Jeanjean—Études Modernes. Literature: Concerti by Mozart; Sonatas by Hindemith, Piston, Ibert and Bitsch; Suites by J. S. Bach and Telemann; Poem by Griffes. Orchestral studies.

Senior Year: Continued technical work with special emphasis on the use of chord patterns in all major and minor keys. Continuation of Reichert Daily Studies. Studies of Karg-Elert Op. 107 (The Modern Flutist); Koehler Virtuoso Studies. Literature: Sonata by Prokofieff, Sonatine by Dutilleux, Ballade by Martin, Theme and Variations by Schubert and Concerti by Ibert, Leclair, Gretry and Boccherini. Continuation of orchestral studies. The study of chamber ensembles; Beethoven Trio, Mozart Quartets, Debussy Trio, etc.

Oboe

Freshman Year: Scale arpeggio studies. Studies by Ferling, Brod, Barret. Literature: Sonatas—Handel; six partitas—Telemann.

Sophomore Year: Studies: Lamotte, Gillet. Literature: Three Romances—Schumann; Piece in G minor—Pierne; Fantaisie, Op. 71—d'Indy.

Junior Year: Studies: Gillet, Prestini, Loyon. Literature: Concerto (M major)—Mozart. Concerto—Ralph Vaughan Williams; Sonata—Hindemith; Quartets—Mozart and Stamitz.

Senior Year: Studies: Singer, Orchestral studies. Literature: Concerto grossi Nos. 8, 9 and 10—Handel. Concerto in D minor—Marcello.

Clarinet

Freshman Year: Studies: Rose and Langenus; scale studies—Langenus. Literature: Weber—Concertino; appropriate Paris Conservatoire solos.

Sophomore Year: Studies: Rose and Langenus (continued). Literature; appropriate Paris Conservatoire solos; Weber—Fantasy and Rondo, Grand Duo Concertante.

Junior Year: Largenus, Polatschek, Jeanjean, orchestral studies. Literature: Sonatas—Hindemith, Bax; Trio (with piano and viola) Mozart.

Senior Year: Advanced studies and study of the most important chamber works in the clarinet literature; *e.g.*, the Sonatas of Brahms. Op. 120, Nos. 1 and 2. The Trio, Op. 114 and quintet, Op. 115, by Brahms. The quintet of Max Reger; the Rhapsody of Debussy, etc.

Bassoon

Freshman Year: Scale and arpeggio studies; studies by Weissenborn. Literature: Sonatas—Gaillard; appropriate Paris Conservatoire solos.

Sophomore Year: Weissenborn studies continued; studies by Gambaro. Appropriate Paris Conservatoire pieces.

Junior Year: Studies: Jancourt, Orchestral studies. Literature; Sonatas—Hindemith and Saint-Saëns; Paris Conservatoire solos.

Senior Year: Advanced technical studies. Orchestral studies. Further studies of the literature of the bassoon, including the Mozart Concerto.

Trumpet

Freshman Year: Instrumental techniques, scales, arpeggios, and studies from Arban, Laurent (Book I) and others.

Sophomore Year: More extended work in Arban, Laurent, Chavannes (Characteristic Studies) and Maxime-Alphonse. Transposition.

Junior Year: Study of the more advanced études of St. Jocome, Chavannes, Petit, Maxime-Alphonse, etc.

Senior Year: Advanced work covering a variety of studies, solos and orchestral passages.

French Horn

Freshman Year: Techniques, scales, and arpeggios. Études from Kopprasch, Maxime-Alphonse, Arban; and other suitable studies. Elementary transposition.

Sophomore Year: Transposition. Mozart Concertos, Maxime-Alphonse (Book IV) and solos and studies of similar difficulty.

Junior Year: Orchestral studies, Maxime-Alphonse (Book V) Gallay (Unmeasured Preludes) or the equivalent.

Senior Year: Haydn Concertos (I and II), Orchestral studies covering as much of the entire range of orchestral styles as possible. Belloli and other advanced studies.

Trombone (Baritone)

Freshman Year: Techniques, scales, arpeggios, songs, études, studies and solos of a suitable character. Development of the trombone style.

Sophomore Year: Reading in the various clefs. Lafosse (Book I), Rochut, and others.

Junior Year: Lafosse (Book I and II), Rochut, Borclogni, and similar studies of a more advanced nature.

Senior Year: Advanced studies: Couillaud, Lafosse, etc. Orchestral studies.

RECITALS

All music majors are required to attend faculty and student recitals, and concerts given by School of Music choral and instrumental ensembles.

All music majors are required to attend the weekly student recitals given in the Recital Hall on Thursday at 3:00 p.m. and are required to take part in these recitals when requested to do so.

DEPARTMENT OF NURSING EDUCATION[1]

BOEHRET (Head of the Department and Assistant Professor); Instructors BOWMAN, CHERRY, GALER.

The Department of Nursing Education offers a two-year program and Moses H. Cone Memorial Hospital. A six-week session in Psychiatric Nursing at John Umstead Hospital at Butner, N. C. follows the first year of academic work. Students are eligible to take the Registered Nurse Licensing Examination. Admission requirements and tuition fees are the same as for all students in the university.

[2]**101. Fundamentals of Nursing** (6:4:6). An approach to nursing care through a knowledge and understanding of the well person; designed to develop technical skills, concepts, attitudes and understandings essential to total nursing care; integrates ethics, normal nutrition, history of nursing and pharmacology. Miss Bowman.

[1]No students admitted after 1965.
[2]Not offered 1966-67.

[2]102. **Maternal and Child Care** (4:2:6). Developmental approach including theory and practice necessary to give knowledge and skills in the care of mothers and children; integrates ethics, diet therapy, history of nursing, and pharmacology. Pr. 101. Staff.

[2]s150. **Psychiatric Nursing** (6:5:20). S.S. hours of week different at John Umstead Hospital, Butner, N. C. Preparation to function in prevention of mental illness, care, treatment and rehabilitation of mentally ill; integrates ethics, diet therapy, history of nursing, and pharmacology. Pr. 101, 102. Visiting Lecturer.

201, 202. Medical and Surgical Nursing (9:5:12), (9:5:12). Emphasizes inter-relations of social, psychological, dietary, medical surgical nursing problems; the implications of common medical-surgical conditions of the chronically and acutely ill, the child, the adult and the geriatric patient; integrates ethics, diet therapy, trends in nursing, pharmacology, Pr. 101, 102, s150, 201. Miss Galer and Mrs. Cherry.

FIRST YEAR[2]

Courses	*Semester 1st*	*Semester 2nd*
English 101-102[3]	3	3
Psychology 221[3]	3	
Chemistry 201[3]		3
Biology 103-104[3]	3	3
Nursing 101-102	6	4
Physical Education[3]	½	½
Home Economics 302r		3
Total sem. hrs.	15½	16½

SECOND YEAR

Courses	*Semester 1st*	*Semester 2nd*
Sociology 211[3]	3	
Psychology 224[3]		3
Nursing 201-202	9	9
Physical Education[3]	½	½
Elective	3	3
Total sem. hrs.	15½	15½

[2]Not offered 1966-67.
[3]A student transferring to a four-year degree program in the university may use these courses for credit.

PHILOSOPHY

DEPARTMENT OF PHILOSOPHY

Professor ASHBY[1] (Head of the Department); Associate Professor ROSTHAL; Lecturer BOOTH.

COURSES FOR UNDERGRADUATES

111. Introduction to Philosophy (3:3). Principal problems of philosophy as presented in the original texts of representative philosophers both ancient and modern. Emphasis on the conflicting views resulting from the different attempts to resolve these problems.

211. Introduction to Logic (3:3). Primarily a general introduction to symbolic logic. Attention to techniques for classification of statements and determination of validity of arguments. Emphasis on proof construction. Brief attention to the traditional syllogistic logic.

221r. Introduction to Ethics (3:3). An analysis of the nature of ethics; a critical survey of the major Western ethical systems and an examination of some contemporary problems.

311. History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in the ancient and medieval periods. Readings in the principal writings of Plato, Aristotle, the Stoics, Augustine, and Aquinas.

312. History of Modern Philosophy (3:3). A survey of modern philosophical thought, Descartes to Dewey.

321. Contemporary Ethical Thought (3:3). Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Particular attention is given to contemporary theories of ethics both cognitive and noncognitive, such as intuitionism, naturalism, and emotivism.

322. Aesthetics (3:3). Philosophical problems connected with the description, interpretation and evaluation of the arts.

323r. Philosophy of Religion (3:3). A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization.

341. Recent American Philosophy (3:3). Recent American Philosophy since about 1900. Pierce, James, Royce, Santayana, Whitehead, Dewey.

347. Contemporary Philosophy: Analytical Philosophy (3:3). Contemporary techniques of philosophical analysis: the nature of analysis, perceptual knowledge, meaning and verification and other selected topics.

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[1]On leave, 1965-1966.

348. Contemporary Philosophy: Philosophies of Existence and Phenomenology (3:3). Contemporary developments in continental philosophy. Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Marcel.

401, 402. Reading Course for Seniors (3:3). Supervised reading and research for students who fulfill requirements for the major in philosophy. With consent of instructor.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

690. Aesthetics (3:3). Readings in the major philosophies of art; evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the analysis of the art object and of the aesthetic experience.

DEPARTMENT OF PHYSICS

Professors CLARK (Head of the Department), REARDON; Associate Professor MACLEAY; Instructor HAGESETH; Laboratory Assistant WAYNICK.

101-102. General Physics (4:3:3)-(4:3:3). Introduction to laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in the development of this material.

103-104. General Physics (4:3:3)-(4:3:3). A more rigorous introduction to the fundamental principles of physics as found in mechanics, sound, heat, electricity and magnetism, and optics. Pr. Math. 103-104 or 121 or the equivalent.

[1]**201r. Fundamental Principles of Physics** (3:2:3). A one semester introduction to the fundamentals in the field of physics. It may be elected by students who have not received credit for Physics 101-102, 103-104 or 301. (Not offered after 1966-1967.)

301r. Physics (3:2:3). A one semester introduction to the fundamentals of mechanics, wave motion, energy, electricity and magnetism, with emphasis on the atomic nature of matter. This course may be elected by students who have not received credit in Physics 101-102, 103-104. It is required for certain majors in Home Economics and Education, but cannot be used by others to fulfill the science requirements for graduation.

320. Sound (3:2:3). Advanced course including wave motion, reflection, refraction, interference, diffraction, and other acoustical phenomena. Pr. 101-102 or 103-104.

[1]This course cannot be used to fulfill the science requirements for graduation.

321. Light (3:2:3). Advanced course including nature of light, interference, dispersion, spectra, optical instruments, and other optical phenomena. Pr. 101-102 or 103-104.

323. Heat (3:2:3). Advanced course in theory of heat including some work in thermodynamics. Pr. 101-102 or 103-104 and Math. 103-104 or their equivalents.

324. Mechanics (3:2:3). Advanced course in theoretical mechanics with laboratory. Pr. 101-102 or 103-104 and Math. 103-104 or 121 or their equivalents.

331, 332. Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed.

333, 334. Electricity and Magnetism (3:2:3), (3:2:3). Advanced course in electrical and magnetic theory and instruments including d.c. and a.c. circuitry and electromagnetic phenomena.

335. Electronics (3:2:3). Fundamentals of high vacuum and gaseous electron tubes, solid state devices and electronic circuits useful for reproduction, measurement and control.

450. Modern Physics (3:3). Brief survey of fundamental laws; study of modern theories of matter, electricity, and radiation. Required of all seniors majoring in physics.

452. Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear, and solid state physics as well as contemporary experiments, where facilities permit. Required for physics majors. Pr. or co-req. Physics 450.

493-494. Honors Work (3:3)-(3:3).

601a. Basic Concepts in Physics (2). Course designed to study the fundamental concepts and theories in the field of physics which are needed by the high school physics teacher. Prerequisites: one year of college physics, one year of college mathematics, or consent of the instructor.

601b. Selected Topics in Physics (2). Course designed to study current theories and recent developments in modern physics. The following topics will be some of those considered: atomic structure, wave theory, fundamental particles, radiation, spectra, electronics. Prerequisites: Physics 601a or its equivalent.

602a. Selected Topics in Physics (3). Study of particle and wave motion from the dynamical point of view as presented in the Physical Science Study Committee physics course and in other treatments. Prerequisites: Physics 601a and b or the equivalent.

602b. Selected Topics in Electricity and Atomic Structure (3). Study of electricity and the physics of the atom using knowledge of dynamics gained in Physics 602a. Prerequisite: Physics 602a or its equivalent.

603. Selected Topics in Basic Physics (2). A study of fundamental concepts in physics and some of their relationships to other sciences which are essential to General Science. Thirty lecture and twelve laboratory hours. Pr. Consent of instructor and Dean of Graduate School.

604a, b. Lecture Demonstrations in General Physics (3:3), (3:3). A detailed study of fundamental demonstrations in the five basic divisions of physics. Topics chosen will be considered fully both theoretically and experimentally. Pr. one year of college physics, one year of college mathematics or consent of the instructor or Dean of the Graduate School.

606. Selected Topics in Mechanics (2). A study of fundamental laws and principles of mechanics and their applications in allied scientific fields. Prerequisite: Physics 601a, b or Physics 602 a, b or the equivalent with consent of instructor and Dean of the Graduate School.

607. Selected Topics in Electricity and Magnetism (2). A study of fundamental laws and principles of electricity and magnetism and their applications in allied scientific fields. Prerequisite: Physics 601a, b or 602a, b or the equivalent with consent of the instructor and Dean of the Graduate School.

615. Fundamentals of Physics (3). A study of the fundamental laws and concepts of physics which are needed in the physical science program of the elementary school pupil.

DEPARTMENT OF PSYCHOLOGY

Professors DUFFY, RAY, SMITH (Head of the Department); Associate Professor NOBLIN; Assistant Professors COLE, DUNHAM, FRIEDMAN; Instructor MCDOWELL; Lecturer MCGEHEE.

Students planning to major in psychology are expected to take Psychology 211-212 as their introductory course. A student who takes Psychology 221 and then decides to major will be required to take Psychology 213-214 also. Among the advanced courses, Psychology 510, 515, 520 and 521 are required of all majors. Every major is strongly advised also to take Psychology 326 or 342, 341, 347, 537, and 545, as well as courses in mathematics and the natural sciences other than psychology. Finally, a student planning to go on to graduate work in psychology would be wise to select her undergraduate language from among French, German, and Russian.

PSYCHOLOGY

Any course at the 300-level may be taken by any student who satisfies the stated prerequisites.

211-212. General Psychology (Experimental) (3:2:3)-(3:2:3). Considers the following general topics and provides related demonstrations and experiments: psychology as a science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality development (normal and pathological), statistics, testing, intelligence, and aptitudes and achievement. May not be taken for credit by students who have received credit for 221. May be substituted for 221 in any program. May be taken by freshmen in Honors Program, and by freshmen who plan to major in psychology and have permission from the psychology department.

213-214. General Psychology Laboratory (1:0:3)-(1:0:3). Permits assignment of students to laboratory sections of 211-212, under special circumstances. May not be taken for credit by students who have received credit for 211-212.

221r. General Psychology (3:3). Covers the same topics as 211-212, in briefer treatment and without laboratory. May not be taken for credit by students who have received credit for 211-212. May be taken by freshmen only with permission from the psychology department.

224. Human Relations (3:3). Nature and dynamics of normal and abnormal behavior in infancy, childhood, adolescence, maturity, and senescence; nature of interpersonal relations in large and small groups. Pr. 211-212 or 221.

310. Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; linear and curvilinear prediction; description and inference; estimating parameters and testing significance; experimental and nonexperimental research designs. Taught at undergraduate level; see 510.

326. Psychology of Infancy and Childhood (3:3). Survey of development and behavior of children from infancy to adolescence. Aspects of development (physical, intellectual, motor, personality, etc.) as well as age periods (prenatal, neo-natal, infancy, and childhood) considered. Observational studies of various age levels. Pr. 211-212 or 221.

333. Special Problems in Psychology (1) to (3). Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course.

334. Special Problems in Psychology (1) to (3). Continuation of 333.

341. Abnormal Psychology (3:3). An introduction to behavior pathology. Description, dynamics, and modification of abnormal behavior, including the

neuroses, psychoses, character disorders, and psychosomatic reactions. Pr. six hours of psychology, or consent of instructor.

342. Psychology of Adolescence and Adulthood (3:3). Individual and social development from early adolescence through later adolescence, adulthood, and old age. Interrelation of all aspects of development emphasized. Characteristic adjustment problems in the various age periods will be considered together with methods of meeting these problems. Pr. 211-212 or 221.

347. Dynamics of Social Behavior (3:3). A study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 211-212 or 221.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Psychology of the Exceptional Child (3:3). General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education. Pr. 211-212 or 221, and consent of instructor.

503. Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in the area of mental deficiency. Pr. 211-212 or 221, and consent of instructor.

504. Behavior Disorders in Children (3:3). Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 326, 342, or consent of instructor.

510. Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; linear and curvilinear prediction; description and inference; estimating parameters and testing significance; experimental and nonexperimental research designs. Taught at graduate level; see 310.

511. Experimental Design in the Behavioral Sciences (3:3). Definition of an experiment; validity and precision; completely randomized design; matched-group design; covariance design; factorial designs; functional analysis by means of individual comparisons. Pr. 310 or 510.

515. History and Systems of Psychology (3:3). Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and way in which these systems are reflected in contemporary psychology. Pr. 211-212 or 221.

520. Physiological Psychology (3:2:3). Study of physiological bases of psychological processes, with special attention to structure and function of nervous system and to sensory processes. Pr. 211-212 or 221.

521. Experimental Psychology (3:3). Methods, findings, and theories in experimental study of perception, thought, motivation and emotion, and learning. Pr. 520.

522. Activation and Behavior (3:3). Examination of the physiological and psychological causes of changes in the degree of activation or arousal, and consideration of both established and hypothesized relationships to various aspects of behavior, e.g., performances of various kinds, personality, and abnormal behavior. Pr. senior or graduate standing, or permission of instructor.

532. Industrial and Business Psychology (3:3). Applications of psychology in industry, business, and related areas. Does not stress personnel work; see 535. Pr. 211-212, 221, or consent of instructor.

535. Personnel Psychology (3:3). For students interested in doing personnel work, with emphasis on organization, problems, and practices of personnel administration, and on vocational choice and employee selection. Pr. 211-212, 221, or consent of instructor.

537. Psychological Tests and Measurements (3:3). Study of theory and practice of psychological testing, with specific attention to instruments designed for use with exceptional children and in special education. Experience in the administration and scoring of group tests. Opportunities for observing administration of individual tests. Pr. 211-212, or 221 plus three additional hours in psychology.

540. Adolescent Development (2). Physical, mental, and emotional development of adolescents, including social adaptation and interests, attitudes, and ideals. Pr. 3 hours in psychology at undergraduate or graduate level.

543. Advanced Developmental Psychology (3:3). Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention given to current theories, to methodology, and to illustrative areas of research. Pr. 211-212 or 221, plus 326, 342, or approved substitute; or permission of instructor.

545. The Development of Personality (3:3). Study of individual differences in behavior, and of biological and social factors which produce these differences. Pr. 211-212 or 221.

601. Graduate Problems in Psychology (1) to (3). Opportunity for graduate students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Students should consult instructor before registering in this course, *which is intended strictly for students with a strong background in psychology and not as an introduction to psychology at the graduate level.*

602. Seminar in Systematic Issues (3:3).

603. Seminar in Advanced General Psychology (3:3).

604. Seminar in Individual and Group Behavior (3:3).

615. Individual Intelligence Testing (3:3). Theory, administration, scoring, and normative and clinical interpretation of individual tests of intelligence, with particular emphasis on the Wechsler and Binet scales. Closely supervised laboratory practice with children and adults, with some minimal experience in the use of these measures in clinical settings. Pr. successful completion of master's comprehensive examination in psychology; or 510 (or 310), 537, 602, 603, and 604; in addition, for non-majors, consent of instructor.

699. Thesis (3 to 6).

DEPARTMENT OF ROMANCE LANGUAGES

Professors BARINEAU, BLEND (Head of the Department), MILLER; Associate Professors COUCH, FELT, LAGOS, SHAVER; Assistant Professors ATKINSON, WHITAKER; Instructors BULGIN, CAGIGAO, CARMONA, FIORE, KENNINGTON, LAY, LUCAS, MAYBERRY, STRESAU, WILEY; Lecturers CHAUVIGNE, SANCHEZ-BOUDY; Teaching Assistant KOENIG.

The department has established two sequences in French and Spanish in order to make the work of the students majoring in these subjects more definite and purposeful. These are (1) the literary sequence, and (2) the teaching sequence. The list of courses which compose these sequences and other information may be obtained at the office of the Department of Romance Languages.

Since the courses numbered 207, 208, 209, 210, 211-212 are introductory to some higher courses in both French and Spanish, students majoring in those languages will profit by completing four semesters of these in their sophomore year.

Students who terminate their language requirement in French or Spanish with a 200 course are expected to take French, or Spanish, 207, 208.

FRENCH

101-102. Elementary French Course (3:3)-(3:3). Introduction, with oral emphasis, to elementary principles of the French language. Reading of some French literature. Supplementary recordings. Staff.

103-104. Intermediate French Course (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition and aural comprehension. Readings based on cultural material and significant literary works. Language laboratory sessions and audio-visual aids. Staff.

113, 114. The Twentieth-Century French Novel Before World War I (1:1), (1:1). A reading course elective for freshmen and sophomores. Staff.

207, 208. Readings from French Literature (3:3), (3:3). Reading in chronological order of selections from French literature. Staff.

209, 210. Intermediate French Composition (3:3), (3:3). Emphasis on language. Intensive study of grammar, translation into French of English sentences and of connected discourse in English, dictation, and some conversation. One modern French text read each semester outside of class. Mr. Atkinson.

211-212. Intermediate French Conversation (3:3)-(3:3). Review, through conversation, composition, and dictation, of the conjugation of the French verb and of fundamental principles of modern French syntax. Intensive and methodical training in the acquisition of an active and idomatic French vocabulary. Pr. 207, 208 or 209, 210.

313. The Contemporary French Novel (3:3). A study of the significant works of French novelists, from World War I to the present, whose writings reflect new trends in the novel in France. Pr. 207-208 or equivalent.

327r. Seventeenth-Century French Literature (3:3). A study of certain plays of Corneille, Racine and Molière and as much of the writers of great prose as possible. Mr. Garaud. (Offered in 1966-67.) Pr. 207-208 or equivalent.

330r. Eighteenth-Century French Literature (3:3). A study of selected works of Montesquieu, Voltaire, Diderot, and Rousseau. If time permits, Prévost, Marivaux, Beaumarchais and Bernardin de St. Pierre. Mr. Felt. (Offered in 1966-67.) Pr. 207-208 or equivalent.

331. French Romanticism (3:3). A study of Romantic poetry, novels and dramas with emphasis on poetry. Miss Barineau. (Offered in 1966-67.) Pr. 207-208 or equivalent.

333. The Nineteenth-Century French Novel (3:3). An intensive study of some of the most important French novels of the 19th century. The authors to be studied include Benjamin Constant, Stendhal, Balzac, Flaubert, the Goncourt, and Zola. Mr. Couch. (Offered in 1966-67.) Pr. 207-208 or equivalent.

340. Modern French Poetry (3:3). A brief study of Baudelaire, Lautréamont, Rimbaud, and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Mr. Chauvigné. (Offered in 1966-1967.)

350. Practical French Phonetics (3:3). A practical course in French phonetics. Students will learn to write and read phonetic symbols for all sounds in the French language, will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Prerequisite: 211, 212, or equivalent, or permission of instructor. Mr. Felt.

353, 354. Advanced French Composition (3:3), (3:3). Intensive study of modern French prose. Accurate translations into French of literary and colloquial English. Miss Barineau. (Offered in 1966-67.) Pr. 207-208 or equivalent.

493-494. French Honors Work (3:3)-(3:3). Staff.

545. Old French Literature (3:3). Readings in French literature of the Middle Ages accompanied by a study of the development of the French language. Selections read in the vernacular and in modern translation. Mr. Atkinson. Pr. one 300-level course in French Literature or permission of instructor.

558. French Literary Criticism (3:3). A survey of the major developments and representatives in French literary criticism from Boileau through Diderot and Baudelaire to the present time, followed by a study of the most significant aspects of contemporary French literary criticism. Mr. Blend. Pr. one 300-level course in French Literature or permission of instructor.

568. Modern French Theatre (3:3). A survey of French drama from the Symbolists to the present day, including works by Maeterlinck, Claudel, Romains, Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco and others. Mr. Couch. Pr. one 300-level course in French Literature or permission of instructor.

571, 572. French Civilization (3:3), (3:3). A general information course on French and the French people. Historical and geographical background for intensive study of national traits, home life, institutions, and culture. Stress on present-day France.

573. Sixteenth-Century French Literature (3:3). A survey of sixteenth-century literature with a concentrated study of the works of Calvin, Marot, Rabelais and the poets of the Pléiade, with a special emphasis on the *Essais* of Montaigne. Mr. Couch. (Offered in 1966-67.) Pr. one 300-level course in French Literature or permission of instructor.

COURSES FOR GRADUATES

601-602. Seminar in French Literature. All candidates for an M.A. in French are required to take at least one seminar. Graduate staff.

610. History of the French Language. A study of the origins and development of the French language. Required of all candidates for an M.A. in French. Mr. Atkinson.

625. Studies in French Style. An introduction to *explication de textes.* Analysis of French literary texts in prose and verse, drawn from the works of novelists and poets of the nineteenth and twentieth centuries. Miss Barineau. Required of all candidates for an M.A. in French.

693. Special Problems in French Literature. Intensive study of problems and areas of French literature (prose, poetry and theatre) not covered by regular course offerings. Graduate staff.

699. Thesis Writing. Required of all candidates for M.A. in French. Graduate staff.

SPANISH

101-102. Elementary Spanish Course (3:3)-(3:3). Thorough drill in pronunciation, vocabulary building, and important principles of grammar. Staff.

103-104. Intermediate Spanish Course (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition and aural comprehension. Readings based on cultural material and significant literary works. Language laboratory sessions and audio-visual aids. Staff.

113, 114. Readings in Modern Literature of the Spanish Speaking World (1:1), (1:1). An elective course for freshmen and sophomores. Staff.

207, 208. Readings from Spanish Literature (3:3), (3:3). Readings in chronological order of selections from Spanish literature. Staff.

209, 210. Intermediate Spanish Composition (3:3), (3:3). Emphasis on language. Intensive study of Spanish grammar, translation into Spanish of English sentences and of connected discourse in English, dictation, pronunciation, and some conversation. Staff.

211-212. Intermediate Spanish Conversation (3:3)-(3:3). An introduction to the spoken approach to Spanish. Oral practice based on aural comprehension, the reading of simple texts, and vocabulary studies, records and laboratory work. Mrs. Cagigao. Pr. 207, 208 or 209, 210.

313, 314. Readings in Modern Literature of the Spanish Speaking World (1:1), (1:1). A reading course, elective for students who have had Spanish 207, 208, or its equivalent. Staff.

321. Modern Spanish Novel (3:3). Development of the novel from the nineteenth century to the present. Intensive study of novels by Galdós, Valera, Pereda, Pardo Bazan, Valle-Inclan, Baroja, Unamuno, and Perez de Ayala. Mrs. Whitaker. Pr. 207-208 or equivalent.

324. Modern Spanish Drama (3:3). A history of the development of the drama in the nineteenth and twentieth centuries with intensive study of representative plays. Mrs. Whitaker. Pr. 207-208 or equivalent.

326. Spanish American Literature from Modernism to the Present (3:3). Analysis of representative works from Modernism through the Contemporary Period. Lectures on social, literary, and cultural backgrounds. Staff. (Offered in 1966-1967.) Pr. 207-208 or equivalent.

334. Drama of the Golden Age (3:3). A review of the evolution of Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Staff. (Offered in 1966-1967.) Pr. 207-208 or equivalent.

350. Practical Spanish Phonetics. A practical course in Spanish phonetics. Students will learn to write and read phonetic symbols for all sounds in the Spanish language and will compare these with those in English, will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Prerequisite: 211, 212, or equivalent, or permission of instructor. Mr. Carmona. (Offered in 1966-67.)

351, 352. Advanced Spanish Conversation. For students who have already attained some proficiency in oral Spanish. This course, conducted wholly in Spanish and with emphasis placed on free conversation, is designed to bring the student to express herself fluently on subjects likely to be discussed in ordinary conversation. Further study of pronunciation and intonation. Oral discussions and reports. Pr. 207-208 or equivalent.

353, 354. Advanced Spanish Composition (3:3)-(3:3). A comprehensive review of grammar. Composition based on model texts. Free composition. (Recommended for prospective teachers.) Staff. (Offered in 1966-67.) Pr. 207-208 or equivalent.

493-494. Spanish Honors Work (3:3)-(3:3). Staff.

510. Cervantes (3:3). An intensive study of Don Quijote and selected Novelas ejemplares and Entremeses. Lectures, collateral reading and reports. (Offered in 1966-67.) Mr. DeScouzis. Pr. one 300-level course in Spanish Literature or permission of instructor.

515. Modern Spanish Poetry (3:3). A study of Spanish poetry from Romanticism to the present time. Includes lectures, collateral reading and reports. Staff. Pr. one 300-level course in Spanish Literature or permission of instructor.

520. Spanish Lyric Poetry to 1700 (3:3). A study of the primitive Castilian lyric, the popular and courtly lyric of the Late Middle Ages, and Renaissance and Baroque lyric poetry. Staff. Pr. one 300-level course in Spanish Literature or permission of instructor.

525. Spanish Prose Fiction of the Renaissance and Golden Age (3:3). A study of representative words of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Mrs. Whitaker. Pr. one 300-level course in Spanish Literature or permission of instructor.

571. Spanish Civilization (3:3). The development of Spanish culture. Pr. 6 hours of Grade II Spanish or the equivalent; one 300-level course in Spanish Literature or permission of instructor.

572. Spanish American Civilization (3:3). The development of Spanish American culture. Pr. 6 hours of Grade II Spanish or the equivalent. (Offered in 1966-67.) Pr. one 300-level course in Spanish Literature or permission of instructor.

ITALIAN

201-202. Beginning Italian Course (3:3)-(3:3). Introduction to elementary Italian. Some reading and conversation. Students may elect the course after fulfilling the freshman and sophomore language requirements. Mr. Fiore. (Offered in 1966-67.)

303-304. Intermediate Italian Course. This is a continuation of Italian 201-202. After a further grounding of the principles of grammar, the student will read Dante's *Inferno* and selections from Petrarch, Boccaccio, and other authors. Mr. Fiore.

The following course will be offered when there is sufficient registration.

Fr. 335, 336. French Literature Since 1850

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professors MOSSMAN, SHIVERS (Head of the Department); Associate Professors BURGESS, KUPFERER; Assistant Professors ALLEN, KNOX; Instructors PECK, STEPHENS.

The Department of Sociology and Anthropology provides the student with an analytic and systematic approach to human socio-cultural behavior as part of liberal education. Further, it provides a foundation for advanced study or for a variety of occupations.

SOCIOLOGY[1]

111r. Southern Regions (3:3). A study of society in the Southeastern states in the light of traditional and changing cultural patterns of the area. Miss Shivers, Mr. Allen.

135r. Marriage (2:2). A functional study of courtship and marriage. Elective for one-year Commercial students. Miss Shivers.

211r. Introduction to Sociology (3:3). The scientific study of social behavior including such factors involved in the functioning and development

[1]Majors may take a maximum of 42 semester hours in sociology and anthropology combined in courses above Grade I.

of human society as culture, personality, social organization, institutions, stratification, process, and social change. Staff.

322. Sociology of Deviant Behavior (3:3). Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Prerequisite: 211. Mr. Allen.

326. The Community (3:3). Development and theory of modern community life with special reference to processes of community relations, complexities of community structure, and patterns of change. Mr. Knox.

[2]**327. Race and Culture Contact** (3:3). Patterns of interaction between peoples differing in race and culture. Miss Burgess.

330. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with emphasis on modern society and the relation of religion to other institutions and the functions of religious roles. Mr. Allen.

333. The Family (3:3). The study of the family as a substantive area within which to examine and develop sociological theory. A structured functional framework is used to aid in the comparative analysis of any family system, but the basic focus is on the American case. The relationship of family structure to other social structures and the impact of the family on its members in the context of social change is stressed. Mr. Knox.

[3]**335r. Marriage** (3:3). A study of the practical problems of courtship and marriage, with emphasis on personal relationships. Miss Shivers.

336. Criminology (3:3). A survey of the nature and evolution of crime, causes, examination of criminal procedure, and historical development of the methods of punishment. Analysis of case studies of delinquents; treatment of the criminal. Miss Shivers.

344. Introduction to Sociological Research (3:3). Functions of theory and methodology in the design and execution of research. Analysis and interpretation of selected research projects in sociology and social psychology. Miss Burgess.

411. Population Problems and Human Ecology (3:3). Population composition, population growth; the distribution of human beings in space and its effect on their social life. Mr. Allen.

439, 440. Introduction to the Field of Social Work (3:3), (3:3). A general view of the entire field of public welfare and the voluntary social services including historical background and the principles and methods underlying practice. In the first semester field trips are taken to agencies in the local community and state. In the second semester each student is placed in a community agency for experience three hours per week. Miss Mossman.

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[2]Same as Anthropology 327.
[3]This course cannot be used to fulfill the social science requirement for graduation.

449. **Sociological Theory** (3:3). Emergence of sociological theory from social philosophy and the role of sociological theory in the development of social science. Required for majors. Mr. Allen.

[1]450. **Sociological Statistics** (3:3). An introduction to statistical methods and their application in economics, sociology, business administration, governmental affairs, and in other social sciences. Topics covered will include: measures of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving and laboratory. A student taking this course may not receive credit for Mathematics 341 or Psychology 510. Credit may be received as either sociology or economics, but not both. Davies and staff.

469. **Special Problems in Sociology** (3:3). An opportunity for the student to work individually on problems of special interest to him.

493-494. **Honors Work** (3:3), (3:3). Staff.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

523. **Social Psychology** (3:3). A study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory are intensively examined in a social and cultural perspective. Prerequisite: Introductory Sociology or General Psychology or permission of the instructor. Mr. Knox.

525. **The Small Group** (3:3). The structure and functioning of various kinds of small group. Emphasis is on the objectives of groups; on the processes of leadership, decision-making, interaction, and change; and on the consequences of group participation for the individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Prerequisite: Sociology 211; Psychology 211-212 or 211; or permission of instructor. Mr. Knox.

530. **Urban Sociology** (3:3). An examination of the influence of world urbanization upon human social systems and culture patterns.

531. **Social Structure and Stratification** (3:3). A systematic analysis of class and caste systems, power relationships, status groupings, institutional and mobility patterns within the structure of society. Emphasis will be placed on theory and research in the field as it relates to differential social behavior. Prerequisites: Junior-Senior standing; Sociology 211 or Anthropology 212; or by consent of instructor. Miss Burgess.

541. **Juvenile Delinquency** (3:3). An analysis of the social dimensions of juvenile delinquency, comparisons of agencies of control and corrections, and programs of treatment and prevention. Miss Shivers.

[1]Same as Economics 450.

542. Community Services for Children (2:2). A study of the normal process of socialization will serve as background for a discussion of special services for children in the community and the basic principles in child care upon which agency services are established. Miss Mossman.

Courses for Graduates

640. Community Organization (2:2). A study of the changing role of the local community: social class differentials, basic institutions and associations in community organization, leadership roles and influence patterns.

685. Sociology of Education (3:3). The school system is analyzed with the focus on human relationships. School-community relations are studied with special reference to the social structure of the community and its effect on the functioning of the school.

ANTHROPOLOGY

The program in anthropology is designed to provide students with an understanding of man and his various ways from the earliest times until the present. Special emphasis is placed upon the cultures of the Americas and peoples of Asia.

212r. Introduction to Anthropology (3:3). A survey of general anthropology. It includes: an inquiry into the origins of man; prehistory; and a comparative study of cultures. Staff.

[1]**327. Race and Culture Contact** (3:3). Patterns of interaction between peoples differing in race and culture. Miss Burgess.

328. Cultural Anthropology (3:3). Comparative study of culture and its influence on human behavior. Theoretical and applied aspects of cultural anthropology are considered. Miss Kupferer.

329. Comparative Social Organization (3:3). A comparative study of the organization of social life in primitive and peasant groups. Mrs. Peck.

331. Native Peoples of North America (3:3). A study of the ways of life both aboriginal and contemporary of the indigenous people of North America. Miss Kupferer.

332. Peoples of Asia (3:3). A study of ways of life in selected areas of Asia, with stress on China, Japan and India. Staff.

352. The Peoples of Latin America (3:3). An introductory to the peoples of Latin America with special reference to contemporary tribal and peasant groups. Mrs. Peck.

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[1]Same as Sociology 327.

For Advanced Undergraduates and Graduates

551. Dynamics of Culture Growth and Change (3:3). An examination of the development of culture and the analysis of acculturation stemming from contacts of peoples of different cultural heritages. Miss Kupferer.

554. Culture and Personality (3:3). A cross cultural analysis of the effect and influence of culture and group membership on the development of personality. Miss Kupferer.

Courses for Graduates

683ab. Culture and Society (2:2), (2:2). a. Analysis of the concepts of culture. Relation of culture to society and the individual. b. Comparative study of primitive cultures, directed toward broader comprehension of human society.

PART VIII.

The Graduate School

HOME ECONOMICS

VIII. THE GRADUATE SCHOOL

OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., *President*

[1]DONALD BENTON ANDERSON, B.A., B.Sc.Ed., M.A., Ph.D., *Vice President for Academic Affairs*

[2]ARNOLD KIMSEY KING, B.A., M.A., Ph.D., *Vice President for Institutional Studies*

[3]OTIS A. SINGLETARY, B.A., M.A., Ph.D., *Chancellor*

[4]JAMES S. FERGUSON, B.A., M.A., Ph.D., *Vice Chancellor*

[5]JOHN W. KENNEDY, B.A., M.A., Ph.D., *Acting Dean*

THE ADMINISTRATIVE BOARD[6]

RICHARD BARDOLPH, B.A., M.A., Ph.D., *Professor of History*

GILBERT F. CARPENTER, B.A., *Professor of Art*

ELIZABETH DUFFY, B.A., M.A., Ph.D., *Professor of Psychology*

[5]BRUCE M. EBERHART, B.A., Ph.D., *Professor of Biology*

[7]HERBERT WILLIAM FRED, B.M.E., M.M., Ph.D., *Acting Dean and Associate Professor of Music*

[5]VANCE T. LITTLEJOHN, B.A., M.Ed., Ph.D., *Professor of Business Education*

ETHEL L. MARTUS, B.A., M.S., *Professor of Physical Education*

MEREB E. MOSSMAN, M.A., L.H.D., *Dean of the Faculty and Professor of Sociology (ex officio)*

[8]LEE RIGSBY, B.M., M.M., Ph.D., *Professor of Music*

[5]DONALD W. RUSSELL, B.A., M.Ed., Ed.D., *Professor of Education*

IRVIN V. SPERRY, B.A., M.Ed., Ed.D., *Professor of Home Economics*

ROBERT W. WATSON, B.A., M.A., Ph.D., *Professor of English*

ORGANIZATION

Under a principle of the Consolidated University of North Carolina known as "allocation of function," the Graduate School of the University of North Carolina at Greensboro is authorized to conduct graduate study

[1]Second semester.
[2]First semester.
[3]Leave of absence, first semester.
[4]Acting Chancellor until appointment as Vice Chancellor, January 1, 1966.
[5]Members of the Graduate Executive Council of the University of North Carolina.
[6]The Dean of the Graduate School and the Dean of the Faculty are ex-officio members of the Graduate Administrative Board.
[7]Effective January 1, 1966.
[8]Resigned January 1, 1966.

leading to the Master of Arts degree in Biology, Education, English, French, History, and Psychology; the Master of Education degree in Business Education, Education, English, Home Economics, Music Education, Physical Education, and Special Education; the Master of Fine Arts degree in Painting and Graphic Arts, Music Composition, Writing, and Dance; the Master of Music in applied fields; the Master of Science degree in Business Education and Home Economics; the degrees of Master of Science in Business Education, Master of Science in Home Economics, and Master of Science in Physical Education; and the Doctor of Philosophy degree in Home Economics. These areas and the Graduate School of the University of North Carolina at Greensboro as a whole are represented in and subject to the Graduate Executive Council of the Consolidated University. Fundamental policy and basic regulations are formulated by this Council and are reflected in regulations given herein.

The Graduate Executive Council is currently considering specific proposals for the Master of Arts degree in Drama and Speech, the Master of Arts in Teaching degree, and the degree of Doctor of Education in education.

Other areas of graduate study are offered at the University of North Carolina at Chapel Hill and North Carolina State University at Raleigh.

The administration of the Graduate School of the University of North Carolina at Greensboro is vested in an Administrative Board and Dean of the Graduate School. The Board, headed by the Dean, transacts local graduate business within the framework of regulations established by the Graduate Executive Council of the Consolidated University. The Dean serves as entrance examiner and performs through his office the customary duties.

Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and administered by the department or school concerned. These added standards will appear in the appropriate sections of the catalogue of the Graduate School of the University of North Carolina at Greensboro. The prospective student should read such sections with care.

Inquiries concerning curricula, specific courses, scholarships, fellowships, and information peculiar to a field of study should be sent directly to the department or school concerned. General information may be obtained from the office of the Dean of the Graduate School.

GENERAL REGULATIONS

Admission to Graduate Study: For unconditional admission to graduate study as a candidate for a degree, the applicant must hold a bachelor's degree from a recognized institution. The transcript must show an appropriate undergraduate major and satisfactory academic standing.

The average in the major or basic courses prerequisite to the area of proposed graduate study should be B or better. In cases of insufficient preparation or of other inadequacy of undergraduate work, prerequisite courses which do not carry graduate credit will be prescribed and must be satisfactorily completed before unconditional admission to a graduate degree program will be granted.

All applicants for admission to degree programs must take the Aptitude Section of the Graduate Record Examination,[1] or under certain circumstances and with the consent of the Graduate Dean, the National Teacher Examinations or the Miller Analogies Test, before admission.

Provisional admission may be granted to applicants who do not meet all the formal requirements, or to applicants from nonaccredited institutions. For teachers in service or other students taking less than a full course load, credit to be applied toward a graduate degree will be limited to 10 semester hours earned while a student is in provisional admission status. Students in residence must remove all conditions before the beginning of the final semester in residence.

Applications for admission to the Graduate School, accompanied by full credentials in the form of transcripts of academic records, should be filed in the office of the Dean at least thirty days in advance of the term in which admission is sought.

Applicants for graduate study who have not expressed their intention to pursue a degree program may be admitted as unclassified graduate students. The regulations and standards for admission applicable to degree candidates apply to unclassified graduate students.

Certain applicants who do not meet all requirements for admission to graduate study but who hold all necessary prerequisites for specific courses may be admitted as special graduate students. Credits earned while in this status may not be applied toward a graduate degree.

Undergraduate students in the University of North Carolina at Greensboro who plan to undertake graduate study, and who in the last semester of residence are required to take less than twelve semester hours of work to fulfill all requirements for the bachelor's degree, may be allowed to enroll in certain courses for the purpose of obtaining graduate credit, provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Senior Academic Class Adviser. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

The regulations concerning admission to graduate study are applicable to students seeking graduate credit through extension courses.

[1]Information on this test, including application blank, may be obtained from the Counseling Center on this campus or by writing Educational Testing Service, Princeton, New Jersey.

Graduate students in good standing at other institutions are eligible to take courses at the Graduate School of the University of North Carolina at Greensboro, upon recommendation of the Dean of the Graduate School at which they are regularly enrolled.

Detailed information on requirements for admission to graduate study may be received from the Graduate School Office.

Health: Each new student who plans to reside on campus, is required to send to the University Health Officer a medical history form available from the Graduate School Office, properly completed by her physician. A former student who has been approved for readmission and who has been away from the campus for a year or more is required to resubmit the medical form. Nonresident students enrolled for more than six hours may avail themselves of this service.

Extension Credit Defined: All off-campus and TV courses are classified as "Extension"; all courses offered on campus are classified as "Residence." Such courses offered by other units of the Consolidated University or other graduate institutions are similarly defined. Credits gained in correspondence courses at any institution are not accepted.

Unit of Academic Credit: The unit of work is the semester hour, by which is meant one 50-minute lecture period or at least two such periods of laboratory or field work each week for a semester.

Student Loads: The minimum load for a full-time student is 9 semester hours; normal full-time load is 12 semester hours. Students will not be permitted to register for more than 15 semester hours per semester in the regular sessions, nor exceed one semester hour per week in the summer session.

Full-time teachers in service may not register for more than one course in any regular term. Graduate students holding full-time stipends are restricted to a maximum of 11 semester hours of course work per term.

Grading Symbols for Graduate Courses: Graduate grades are reported as follows: A, superior; B, good; C, weak but acceptable for graduate credit; and F, failure.

For the completion of a graduate degree program, an overall average of B or better is required; and an average of B or better must be achieved in the major concentration. In calculating the average, grades will be counted in all courses attempted; but no more than six semester hours of credit evaluated as C may be applied toward the master's degree.

For students withdrawing from courses after the last date for withdrawal without penalty, the following symbols are used; W, orderly withdrawal with permission of graduate dean, and satisfactory status in course at time of withdrawal; WF, orderly withdrawal but in failing

status at time of withdrawal. Students abandoning courses without establishing sufficient reason for withdrawal will be assigned grades of F.

The symbol I indicates failure to complete course requirements by the end of the term in which the course was offered. The I may be removed by completion of the deferred requirements within one calendar year from the last day of the term in which the course was offered. An I not so removed within the time limit automatically becomes an F.

In the case of a thesis in process, a grade of I will be recorded each semester of registration until completion of the thesis when a final grade will be assigned.

CONTINUING IN GRADUATE SCHOOL: Continued enrollment in the Graduate School is at all times subject to review of the student's academic record and of his actions with regard to morality and observance of University rules and regulations.

Under the following circumstances, students whose credit may be applied to a master's degree will automatically become ineligible to continue in Graduate School (1) when two grades of F are received in any courses; (2) when grades of C are received on twelve semester hours of courses; (3) when any grade of F is received in combination with nine semester hours of C grades; or (4) when the required B average for graduation is not achieved within a total number of semester hours that is twelve above the minimum required for the degree. A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after twelve months but only upon the recommendation of the department head and with the approval of the Graduate Dean.

HONOR POLICY: Under the honor policy, graduate students assume responsibility. This responsibility, evolving from a sense of personal honor, includes:

A. Exerting oneself to the utmost to make the high ideals of honor prevail at the University; and

B. Upholding the general standards of the University and the principles for which it stands. An underlying assumption is that graduate students are mature and responsible members of the student body and shall conduct themselves as such.

Falsifying, cheating (which includes plagiarism), and stealing are considered to be honor violations. Also, taking a book, periodical, or any other material from the Library or to any part of the Library without leaving a record or first obtaining permission from a member of the Library staff, is a violation of the Honor Policy.

A. A student should report herself for any honor violation.

B. A student should encourage an honor offender to report herself, but upon the offender's failure to do so, the student should then report the offender.

University policy, approved by the Executive Committee of the Board of Trustees of the University of North Carolina guarantees to every student "the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against him, and the right to such advice and assistance in his own defense as may be allowable under the regulations of the institution as approved by the faculty and Chancellor. In those instances where the denial of any of these procedural rights is alleged, it shall be the duty of the President to review the proceedings."

Violations of the honor policy may be reported to any member of the Graduate Faculty who will in turn report the violation to the Graduate Dean, or violations may be reported directly to the Dean. Responsibility for hearing and determination of administrative action in each instance shall be delegated to a committee appointed by the Chancellor. In the event the violation involves an offense in which undergraduate students may be directly involved, such as cheating in a 500 course, the committee shall consist of one undergraduate student, one graduate student, two members of the graduate faculty, and the Graduate Dean as ex-officio member. In the event the alleged offense does not involve undergraduate students, the undergraduate student member shall be replaced by a second graduate student member.

Commencement: Degrees are awarded only on the date of commencement exercises following the completion of all requirements for the degree. Attendance at commencement is required of all graduating students unless individually excused by the Graduate Dean.

Additional Regulations: Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and administered by the department or school concerned. These added standards appear in the appropriate sections of the catalogue. The prospective student should read such sections with care.

REGULATIONS GOVERNING THE MASTER'S DEGREE

Residence and Time Limits: The master's curriculum, including the thesis, must be completed within six calendar years, beginning with the date the student commences courses carrying graduate degree credit applicable on his program.

Credit for graduate work to be applied in satisfaction of requirements for the master's degree, not to exceed six semester hours, may be transfered from regionally accredited institutions. Such transfer must be recom-

mended by the head of the department in which the student does his major work and is subject to the approval of the Graduate Dean. In some of the curricula, the student is encouraged to do a portion of his work at North Carolina State University at Raleigh or at the University of North Carolina at Chapel Hill. The student must secure approval from his major adviser and the Graduate Dean in advance of registration at other units. No more than six semester hours of credit toward a graduate degree may be gained through extension courses, and this credit must be earned through the Consolidated University of North Carolina with a grade of B or better.[1] In general, however, not less than two-thirds of the total program for the master's degree must be completed in residence courses at the University of North Carolina at Greensboro.

HOURS REQUIRED FOR THE MASTER'S DEGREE: The course hour requirements vary with the graduate degree sought, *viz.*, Master of Fine Arts, thirty-six semester hours of which twenty-four must be in a major field and twelve in a related minor; Master of Education, thirty-two semester hours of which twenty must be in a major field, six in a minor, and six in a variable which may fall within the major or minor fields or in a related department; Master of Science, thirty semester hours of which twenty must be in the major field and ten in the minor.

In general, the Master of Arts degree programs require a minimum of thirty semester hours. In English, French, and history eighteen to twenty-one hours constitute the major and the remainder of nine to twelve hours are in a related minor. The program in psychology requires a major of twenty-four hours and an additional six hours in either psychology or related subject areas. The program in biology requires a minimum of thirty semester hours in the major department. In education the Master of Arts degree consists of twenty-four semester hours in the major and twelve hours in a related minor.

RESPONSIBILITY FOR PLANNING PROGRAMS: The program of each student shall be planned with the assistance of an adviser appointed by the Department Chairman with the approval of the Graduate Dean. The adviser is charged with the responsibility of interpreting departmental requirements for the student in the light of particular needs of the student and arranging an orderly sequence of activities in progress toward the anticipated degree.

REQUIRED SKILLS: For all master's degrees except the Master of Education, the student must acquire an appropriate skill prior to making application for admission to candidacy. This may be either aesthetics (Creative Arts Program), a reading knowledge of a modern foreign language, or, under certain circumstances, the fundamentals of statistics.

When the required skill is a foreign language, this knowledge will be tested by a special examination given by the language department con-

[1]No credit gained in extension courses is creditable toward the degree for students with a major in the psychology.

cerned. This requirement may be met by submitting a satisfactory score on one of the Foreign Language Tests for Graduate Students administered by Educational Testing Service, Princeton, New Jersey. Foreign students whose native language is not English, who are seeking a master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language in satisfaction of this requirement. They may offer a reading knowledge of any other modern foreign language, including English.

When the required skill is statistics, this knowledge will be tested by special examinations given by the Department of Mathematics of the University of North Carolina at Greensboro.

Admission to Candidacy: Admission to the Graduate School is not tantamount to admission to candidacy for a graduate degree. The purpose of the requirement of admission to candidacy is to permit the department concerned and the Graduate Administrative Board, after having course experience with the student, to attest his eligibility to continue with work toward a degree.

Formal application for admission to candidacy must be submitted to the Graduate Administrative Board on forms which are supplied by the Graduate School Office. This application may not be filed earlier than the first week of the second semester of residence, or, in the case of students taking less than a full load, before ten hours of course work has been completed, including at least six hours in the major department. This application must be submitted at least three months before the degree is to be conferred, or, in the case of students taking less than a full load, no later than upon the completion of 16 hours of credit toward the degree. Admission is conditional upon: (a) the removal of all entrance conditions, (b) competence in the use of the appropriate skill, (c) quality of the graduate work already completed, and (d) satisfaction of special requirements of the department concerned.

Written Examination on the Major Field: The written examination on the field of the major is set by the department concerned and may be scheduled at any convenient time after two-thirds of the course work has been completed. Admission to candidacy must be granted to the student prior to the written examination.

Oral Examination: The oral examination is conducted by a special committee appointed by the Graduate Dean, including the thesis adviser as chairman, at least two other representatives of the major and minor subjects, and one member of the graduate faculty other than a member of the departments in which the major and minor subjects are offered. Although the examination may cover the entire graduate program of the student, the primary objective is to provide opportunity for the defense of the thesis. No oral examination is required of candidates for the Master of Education degree, except in Physical Education and Music Education.

THESIS: A thesis plan endorsed by the chairman of the student's thesis committee must be filed in the Graduate School Office at least one semester prior to the time the degree is expected to be awarded. The thesis must conform to rules established by the Graduate Administrative Board in the University "Guide to Thesis Writing." Copies of the manual may be obtained from the Graduate School Office. Four copies of the thesis together with four copies of the abstract of the thesis must be filed in the Graduate School Office at least two weeks prior to the date the degree is expected. An abstract must accompany the thesis. No thesis is required of candidates for the Master of Education degree, except in the Music Education major, (where a thesis may be required) and the Physical Education major.

In the Creative Arts Program the thesis shall consist of a creative work on the professional level and of technical merit, and must be accompanied by a scholarly paper which gives the background of sources, historical influences, technical processes or compositional problems essential to its interpretation.

REGULATIONS GOVERNING THE DEGREE OF DOCTOR OF PHILOSOPHY

GENERAL: The degree of Doctor of Philosophy is conferred only upon those who have completed, with high distinction, a period of extended study and original investigation in a single field of learning, which results in a comprehensive knowledge of the area and of the research and scholarly tools for the development of new knowledge, and an ability to translate these tools and scholarly attainments into an orderly life-time attack on the significant areas for study within this field. This degree is not granted, therefore, upon the completion of any given amount of course work, but upon the demonstration by the candidate of competency in the chosen area, and by capability to accomplish an original research which may employ accepted techniques and mature theoretical formulations.

ADMISSION: The requirements for admission to a doctoral program are the same as those stated for admission to the Master of Arts or Master of Science degrees.

RESIDENCE: A minimum of six full semesters of work beyond the Bachelor's degree is required for the Doctor of Philosophy degree. In some instances and with the approval of the advisory committee and the Graduate Administrative Board, work done in other institutions outside the Consolidated University may be counted toward the degree, particularly work culminating in a master's degree from a regionally accredited institution and representing an appropriate area of study. Under no circumstances will the degree be awarded until the student has been in full residence at the Graduate School of the University of North Carolina at least two consecutive semesters. Unless specifically recommended by the department

and approved in advance of such study by the Graduate Administrative Board, this minimum residence must be served at the Greensboro campus.

Course of Study: At the time of admission the student should, with the advice of the chairman of the department, elect a major field. During the first semester in residence an advisory committee of three to five members will be appointed by the Graduate Dean, after consultation with the department head, to prepare with the student a plan of graduate work. Copies of the program thus outlined must be filed in the student's permanent folder in the Graduate School Office, in the department files, with the chairman and each member of the advisory committee, and with the student. Any subsequent changes in the subject of the thesis or in the plan of graduate work must be reported to the Graduate School Office for approval.

The courses selected must represent an orderly and systematic study of a well-defined field and related areas, and are subject to the approval of the Graduate Dean and the Graduate Administrative Board. There shall be a major area which shall generally involve a minimum of sixty semester hours of core or area courses, and one or two minor areas consisting of at least twenty semester hours, and falling within an allied department or in the major department. The minor area must be one specifically approved for the selected major by the Graduate Administrative Board.

The student's advisory committee will be drawn from the permanent graduate faculty of the Consolidated University, and must include at least one member from the major department, one from the minor area or areas, and one from a field related to the student's major interest but from the Graduate School of another branch of the Consolidated University. Other members may be drawn from any of the above categories, or from the graduate faculty at large.

Languages: A reading knowledge of two modern foreign languages pertinent and relevant to the student's major area of study is required for the Ph.D. degree. These languages are recommended by the department head and approved by the Graduate Administrative Board. Proficiency in languages is determined by the appropriate language department on the basis of a written examination embracing scientific literature in the major area. Satisfactory performance on Foreign Language Tests for Graduate Students administered by Educational Testing Service may be submitted in satisfaction of this requirement. The language requirements must be passed prior to the preliminary examinations and prior to admission to candidacy.

Students whose native tongue is some language other than English may use English as one of the languages required for the Doctor of Philosophy degree. When English is submitted in partial fulfillment of the language requirements, the native language may not be used to satisfy the language requirements. Examinations in English will be given by the English De-

partment of the University of North Carolina at Greensboro, and a statement certifying the candidate's proficiency in English must be filed in the Graduate School Office before the preliminary examinations may be taken.

PRELIMINARY EXAMINATIONS: Not earlier than the second semester of the second year of resident graduate study and not later than the end of the third week of the academic year in which the degree is expected, each doctoral student is required to pass general comprehensive examinations (known as the qualifying or preliminary examinations). The examinations are given by an examining committee or graduate faculty members appointed by the Graduate Dean after consultation with the head of the department in which the student's major work has been taken. The examining committee usually consists of the student's advisory committee and a representative of the Graduate School, but may include other members of the graduate faculty. The oral part of these examinations is open to all members of the graduate faculty who may care to attend, and will be duly announced to the graduate faculty.

Authorization for the qualifying examination is requested of the Graduate School by the chairman of the student's advisory committee when the major part of the student's program of course work has been completed and when, in the judgment of the committee, the student is prepared to devote the greater part of his time to the prosecution of his research study. He must also have filed a dissertation plan acceptable to his committee. Members of the examining committee will be notified of their appointment by the Graduate School Office. The examination must be requested at least two weeks before the date of administration of his examination.

The examination consists of two parts: (1) written examinations prepared by the chairman with the assistance of the examining committee and (2) an oral examination held before the entire examining committee. Upon receiving authorization for holding the qualifying examination, the chairman of the examining committee will give each member of the examining committee an opportunity to submit questions. The questions together with the student's answers will be returned to at least three members of the committee for evaluation. The questions may cover any phase of the course work taken by the student during the period of his graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. They should be designed to measure the student's mastery of these subject matter fields and the adequacy of his preparation of scholarly investigation.

Upon satisfactory completion of the written examinations the student must pass an oral examination before the entire examining committee. This examination usually follows the written examination within a month. The members of the examining committee will be notified by the Graduate School of the time and place arranged for the oral examination. The oral examination is designed to test the student's ability to relate factual knowl-

edge to general principles. In the oral examination the student is expected to use his knowledge with accuracy and promptness and to demonstrate his ability to think beyond the facts learned in formal course work.

When the examining committee consists of three members, a unanimous vote of approval is required for passing the preliminary examination. Approval may be conditioned, however, upon the completion of additional work in some particular field as may be required by the committee. In case a single dissenting vote is cast in a three-member committee, the course of action to be taken will become a matter of decision by the Graduate Administrative Board.

Admission to Candidacy: A student is admitted to candidacy by action of the Graduate Administrative Board upon the approval of his dissertation plan by the Graduate Board, upon the completion of language requirements, and upon successful completion of both the written and oral parts of the preliminary examination.

The Dissertation: The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of attack and procedures must be developed and executed by the student under the general guidance of the chairman of the advisory committee. The dissertation requirement is designed to teach and test the capacities of originality and generalization in the candidate. It should foster and attest to the emergence of the love of learning in the candidate, ability in scientific inquiry, an understanding and mastery of the techniques of scholarship, and the art of exposition within the field of specialization.

The dissertation must be presented, in four typewritten copies, at least four weeks before the time at which the candidate expects his degree and at least one week prior to the final oral examination. It must comply with the rules for thesis prescribed by the Graduate Administrative Board. Four copies of abstract of between 500 and 700 words must also be supplied. The advisory committee, with such other professors as may be appointed by the Dean, shall examine the dissertation, and no dissertation shall be accepted unless it secures the unanimous vote of his committee. Publication of the dissertation by means of microfilming is required by the Graduate School. The expense of microfilming is generally borne by the candidate.

The final examination shall consist of an oral examination in defense of the methods used and the conclusions reached in the dissertation. This examination may include topics in the candidate's area of specialization but beyond the scope of the dissertation. Approval of the thesis and the candidate's performance on the final oral examination must be attested by the signatures of the appointed examining committee on a form provided by the Graduate School. The thesis with the adviser's signature as evidence of final approval must be filed in the Graduate School Office at least one week prior to the award of the degree.

TIME LIMITS: The student must complete all requirements for the doctorate within five calendar years from the date of admission to candidacy for that degree, and within ten years from the date of admission to the graduate program.

EXPENSES

The University reserves the right to make changes in charges for tuition and fees without advance notice.

1. *Tuition and Fees—Regular Graduate Students*

Regular graduate students are defined as those for whom study is the primary activity. In recognition of the fact that research, writing, and performance of assigned duties under assistantships often dictate the need for a reduced schedule of formal instruction by *regular* graduate students, provision is made whereby those scheduling less than 10 credit hours are permitted to pay tuition and academic fees at proportionately less than the maximum rates. The rates per semester are as follows:

	Fees (All Students)		*Tuition*		*Total*	
Cr.Hrs.	Academic	Activities*	In-State	Out-of-State	In-State	Out-of-State
7	$28.00	$29.50	$63.00	$224.00	$120.50	$281.50
8	32.00	29.50	72.00	256.00	133.50	317.50
9	36.00	29.50	81.00	288.00	146.50	353.50
Over 9	40.50	29.50	87.50	300.00	157.50	370.00

2. *Tuition and Fees—Incidental Graduate Students*

Incidental graduate students are defined as those for whom study represents an activity secondary to a full-time occupation, who do not reside on campus, and who take no more than two courses nor six credit hours of academic work during a semester. Such students pay tuition at the rate of $9 per credit hour of instruction ($32 for *out-of-state* students), plus an academic fee of $5 per semester regardless of the number of hours scheduled. *Incidental* students are exempt from the *activities* fee. The rates per semester are as follows:

	Fees (All Students)	*Tuition*		*Total*	
Cr. Hrs.	Academic	In-State	Out-of-State	In-State	Out-of-State
1	$5.00	$ 9.00	$ 32.00	$14.00	$ 37.00
2	5.00	18.00	64.00	23.00	69.00
3	5.00	27.00	96.00	32.00	101.00
4	5.00	36.00	128.00	41.00	133.00
5	5.00	45.00	160.00	50.00	165.00
6	5.00	54.00	192.00	59.00	197.00

*This fee includes the use of the Student Union, the Recreation Center and the swimming pool. It does not include the student activities fee for campus organizations nor the lecture-entertainment series. A fee of $4.50 per semester entitles either a regular or incidental student to admission to the lecture-entertainment series, University Theatre, and movies.

3. *Residence on Campus*

The cost of room, board, laundry and medical services of women students living on campus is $332.50 per semester; the cost for men students is $342.50.

4. *Entertainment Series Subscription (Optional)*

A fee of $4.50 per semester entitles either *regular* or *incidental* students to admission to events in the lecture-entertainment series.

5. *Diploma Fee*

A diploma fee of $10 is payable at the beginning of the last term of residence for a graduate degree.

6. Graduate students who are doing non-credit thesis work on campus must register and pay a tuition fee of $10 in addition to the academic fee of $5.

7. *General Information*

Policies governing such matters as residence status for tuition payment, special fees for applied music, etc., are included in the EXPENSES section of the undergraduate catalogue; and when applicable to graduate students are hereby incorporated into this section by reference.

GRADUATE CURRICULA

Inasmuch as the Graduate School of the University of North Carolina at Greensboro was formerly a part of the Woman's College, historically its program has emphasized curricula of particular interest to women. As of September 1, 1962, however, men were admitted to the Graduate School and virtually all curricula were opened to them. Some graduate programs are offered primarily for full-time resident students, while others, generally those of interest to teachers in service, are offered in evening or Saturday classes and in the Summer Session. Minors and supporting courses are scheduled in a variety of areas both at Greensboro and at the divisions of the Consolidated University at Chapel Hill and Raleigh.

BIOLOGY

Candidates for the degree of Master of Arts in biology participate in advanced course work and independent research. The results of the research are presented in the form of a thesis. Each candidate is required to present evidence of a reading knowledge of at least one modern foreign language. Requirements include at least thirty hours in biology beyond those presented for an undergraduate major, not less than twelve of which must be at the 600 level. In addition, the department reserves the right to require additional course work in biology or related science fields for any candidate

whose undergraduate program it considered to be deficient in some important area. Research and preparation of the thesis will apply toward the thirty hours required.

In addition to the foregoing requirements for the degree, the candidate is required to take two special examinations:

1. A written examination in those areas of biology in which the candidate has specialized.

2. An oral examination on the student's area of specialty and a defense of the thesis, to be conducted by a special committee appointed by the Dean of the Graduate School, consisting of the faculty member under whom the work has been done, and all other members of the graduate faculty in biology who are available, a minimum of three being required.

THE CREATIVE ARTS PROGRAM

The program is designed to meet the need for work of graduate grade with a clear emphasis upon composition in the fields of painting and the graphic arts, music, writing, and the dance. This program is offered only during the regular terms and within the regular weekly college schedule. Completion of the degree program will presuppose the attainment of a professional level of competence in composition in the art form in which the student elects to major.

The program consists of work in one of the four major subjects and in a related minor culminating in the degree, Master of Fine Arts. Available at the University of North Carolina at Greensboro are an interdepartmental minor in the creative arts and minors in art history, painting and the graphic arts, literature, writing, music literature and history, and the dance. Related minors are also available at the University in Chapel Hill and at North Carolina State University at Raleigh.

The establishment of this graduate program at Greensboro reflects the conviction that distinctive advantages for the pursuit of graduate work in the creative arts are present here. The University of North Carolina at Greensboro has a residential liberal arts college which for a number of years has given emphasis to work in the several arts and which possesses unusual facilities for the support of graduate study. The opportunity is present for individualized instruction from the strong staff of resident artist-teachers.

The program should be of value to those who wish to teach in secondary schools and colleges as well as to those preparing for professional careers in one of the arts. Adequate supporting courses in the literature of each of the arts are offered together with courses which meet the state requirements for graduate certification.

For admission to a major in painting, the student should have 54 semester hours or the equivalent in undergraduate credits in art with a distribution of courses showing 15 semester hours in art history, 6 semester hours in design, 18 semester hours in drawing and painting, and 15 semester hours in art electives. The culmination of the program will be an exhibition showing the creative power and technical ability of the student and a paper interpreting or outlining the nature of original contribution or dealing with sources, historical influences, or compositional problems.

For admission to a major in creative writing, the candidate must have demonstrated competence and promise in writing and must have completed successfully at least eighteen semester hours in courses in English and American literature above freshman courses, and a minimum of six semester hours in courses in writing, of which three may be in advanced composition and three in the writing of fiction or of verse, or in playwriting. This major program provides for specialization in one of the forms of composition; the required thesis will consist of original work in this form together with a scholarly paper on problems raised by the composition.

The major in dance provides opportunities for the graduate student to study and experiment in the arts with special emphasis on dance as a creative art form. The curriculum is designed to present experiences which will develop competency in choreography through the utilization of the integrated knowledge of the related arts and experimentation with various types of composition. The student is directed in the development of mature choreography of aesthetic merit, and in the attainment of technical excellence. The program culminates in a demonstration of the candidate's own choreography to be performed with a professional and scholarly solution of a theatrical and educational dance production. Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and a proficiency and potential in dance as demonstrated by the student.

BUSINESS EDUCATION

The graduate program in business education for the Consolidated University of North Carolina is centered in the Greensboro division. The major emphasis is on business teacher education with related subject matter in business and economics courses. Although primarily a residence program, courses are offered on Saturday and in the evening so that, with careful scheduling, teachers in service may complete degree requirements in part-time study during the regular terms and through summer study.

The program is designed to prepare master teachers of business subjects at the secondary school level and the junior and senior college levels. Students may concentrate in the field of professional teacher education for teachers of basic business education and teachers of office education and the secretarial and office skills.

Students majoring in business education may elect a program leading to the Master of Science degree or the Master of Education degree. The requirements of the program leading to the Master of Science degree include a tool of research (language or statistics) and a thesis related to the student's field of major interest.

Close relationship is maintained with the public schools of North Carolina and with business and industry through such organizations as the Administrative Management Society and the Merchants' Association. Students are encouraged to secure meaningful work experience through a co-ordinated program with business and industry.

In addition to complying with the general regulations for unconditional admission to the graduate program, students majoring in business education must have a class A certificate to teach business in North Carolina, or its equivalent. Also, the undergraduate credit must include courses in general economics and the principles of accounting.

The major work must be distributed between professional and subject-matter courses with a related minor selected on the basis of the student's background and interest. The master's degree in business education requires thirty to thirty-two semester hours of credit in approved courses, depending upon the program elected.

EDUCATION

Graduate study in the School of Education may lead to the degrees of Master of Arts or Master of Education. All degree candidates majoring in education take a general education core applicable to primary, intermediate, or upper grade teachers, supervisors or principals; elective courses in education and in subject matter areas permit a variety of specializations. Minors are available in the areas of art, business education, English, guidance, history and political science, home economics, library education, music, physical education, general science, special education, social studies, and sociology. Other minors are available through course work at the University of North Carolina at Chapel Hill and North Carolina State University at Raleigh.

The degree of Master of Education is offered as a professional terminal degree program for public school teachers, whereas the degree of Master of Arts in Education provides a strong research emphasis for students working toward higher degrees. Only students who have met the basic teacher certification requirements of North Carolina or their state of residence may receive unconditional admission to the Master of Education curriculum.

The School of Education offers a graduate program in library education leading to the degree of Master of Education, with a concentration in school librarianship. Completion of this program qualifies students for graduate

level certification in North Carolina as school librarians in elementary and secondary schools. The program requires a minimum of thirty-six semester hours of study, including required and elective courses in library education and courses in professional education.

The School of Education also offers (in addition to the general education major) a program of studies with emphasis in special education. Completion of this program qualifies students for graduate level certification in North Carolina as teachers of the mentally retarded. Courses and seminars are also offered in the education and guidance of mentally gifted children.

The facilities for graduate study in education are excellent. There are a strong undergraduate major, an on-campus demonstration and experimental school, excellent library facilities, and cordial and cooperative relationships with the excellent city and county systems. Guilford with its two cities, Greensboro and High Point, is one of the most populous counties in the state. Community resources related to graduate study in education are among the best.

ENGLISH

In addition to the M.F.A. curriculum in writing described under the Creative Arts Program, the Department of English offers a program leading to the Master of Arts degree and a program for secondary school teachers leading to the degree of Master of Education.

Candidates for the Master of Arts degree in English must complete thirty hours of graduate work, including a maximum of six hours allowed for work on the thesis. Eighteen to twenty-one hours constitute a major in this program; nine to twelve hours, a minor. Minors are to be chosen from a field related to the candidate's area of study. All candidates for the Master of Arts degree are required to give evidence of a reading knowledge of a modern foreign language.

The major in English for candidates for the Master of Education degree is open to those who, in addition to meeting graduate admissions criteria, present an approved undergraduate background in English and American literature and language. They must also hold a North Carolina "Class A" teacher's certificate, or its out-of-state equivalent. Such students are required to minor in Education, and thus meet graduate certification requirements in North Carolina. Courses in this program are available at times appropriate for teachers-in-service, or, with careful scheduling, as a full-time residence program.

FRENCH

The Department of Romance Languages offers a program leading to a Master of Arts degree in French. Candidates must complete thirty hours of

graduate study. Eighteen to twenty-one of these hours shall constitute the major; nine to twelve, the minor. From three to six hours credit will be given for work on the thesis. The minor may be taken in Spanish or in an outside area that contributes logically to the student's thesis project. All candidates for the Masters of Arts degree are required to take French 610, History of the French Language; French 625, Studies in French Style; and at least one seminar in French literature. In addition, all candidates are required to demonstrate a reading knowledge of a modern foreign language other than French. The Department of Romance Languages reserves the right to give all candidates a qualifying examination during their first semester and to assign additional work if this examination reveals serious deficiencies.

HISTORY

The University of North Carolina at Greensboro offers a program awarding the Master of Arts degree in history. Candidates must complete thirty hours of graduate work, including six hours for work on the thesis. Eighteen to twenty-one of the hours earned shall constitute the major; nine to twelve the minor. All the courses may be chosen from the Department of History, the student majoring in one area (*e.g.*, American or European history) and minoring in the other; or a minor may be chosen from a related field other than history.

All candidates for the M.A. degree are required to give evidence of a reading knowledge of a modern foreign language. Candidates must present an approved undergraduate background in history. The department reserves the right to require any student, whose general preparation in history it considers to be inadequate, to take additional courses beyond the thirty normally required for the degree.

Several of the courses in this program are also available in the summer and in the regular session at times of the day which are appropriate for persons who are employed and who wish to pursue a part-time program leading to the M.A. degree.

HOME ECONOMICS

The School of Home Economics is the center in North Carolina for graduate work in home economics, with regional and national recognition. Its graduates have entered a variety of public school and college teaching positions, as well as research and administrative work in business and industry, public service, and private institutional settings.

The opportunities for superior training are excellent. In addition to the original building, there is a large and completely equipped new wing with facilities for graduate study and research in the several areas of home economics, home economics education, and institution management. Three

home management houses and a residential lighting laboratory are available for research in housing and management. The new nursery school building serves as a center for graduate study in child development and family life. The homemaking cottage, which is part of the Curry Demonstration School program, and the dining halls of the University campus in Greensboro offer excellent facilities for coordinated graduate training.

At the master's level, three graduate curricula and degrees are offered, each appropriate to the needs of a well-defined group of students. The Master of Science curriculum permits a high degree of concentration on the knowledge and skill required for the technician, dietitian, administrative officer, or research worker. The student may major in child development and family relations, clothing and textiles, foods and nutrition, home economics education, or housing and management. The minor may be selected from any area listed above that has not been selected as a major, institutional management, art (related design), social studies, or a split minor embracing not more than two of these areas. Minor area sequences may be pursued at either of the two other branches of the Consolidated University. For the public school teacher, there is offered the Master of Education based on general home economics, home economics education and general education; for the teacher who desires some research experience in addition to her teacher preparation, there is the Master of Science in Home Economics. The Master of Science in Home Economics differs from the Master of Science degree in that statistics may be substituted for the foreign language requirement. The Master of Education is a non-thesis degree with a major in general home economics and a minor in education.

Courses are offered primarily for full-time resident students, although with special care in scheduling, teachers in service may complete the requirements for the Master's degree through Saturday and evening courses in the regular terms or in summer study.

The School of Home Economics also offers a program of studies leading to the degree of Doctor of Philosophy. Minors may be drawn from other areas of home economics, or from areas related to the major such as economics, psychology, sociology, or statistics.

The primary goal in the doctoral program is the development of competent teachers, scholars, and researchers. It is felt that the professional school can give point and meaning to university effort at the highest levels of training. Although the program is patterned on the university model of scholarly and scientific inquiry, the needs of the area are such that the implications for social change are not obscured.

Competent leaders in the field of home economics cannot rest on subject matter and techniques from within the field, but must be able to employ with distinction the attitudes and methods of inquiry of a number of academic areas outside home economics. The doctoral program involves

for students intensive guided study and development in University departments related but external to the school such as biology, chemistry, economics, the medical sciences, psychology, and the like. By utilizing meaningful sequences of first-line graduate work in these areas drawn from the entire resources of the Consolidated University, the developing student is in better position to employ the eclectic approach demanded by the nature of her ultimate problems.

The college instructor of home economics is frequently called upon to represent a number of relatively discrete areas within home economics. Strong supporting work in these several areas is available on the Greensboro campus of the University.

The program is designed to provide not only a systematic review of this present knowledge in the field, but also to foster through guided study and research experience an ability to attack effectively the unsolved problems. The program is conducted in a climate of orderly search for new meanings, where students may develop the necessary skills and repertoire of methodology as well as a mature enthusiasm for the quest of knowledge.

MUSIC

The Graduate School offers curricula leading to three degrees in music: the Master of Music degree in applied music and the Master of Education degree in music education and the Master of Fine Arts in theory-composition. All programs are administered by the School of Music.

Applied Music

Prerequisites for entering the program leading to the Master of Music degree in applied music include the Bachelor of Music degree, or its equivalent, in the same performing area to be pursued on the graduate level. During the week of registration, all applicants for the degree are required to play an audition for the appropriate area faculty. Proficiency examinations in theory, music history and literature are also given during this period.

Course work for the degree includes 16 hrs. in applied music (8 hrs. in major instrument or voice, 2 hrs. of ensemble, 2 hrs. recital, and 4 hrs. in the literature of the instrument); 8 hrs. in music history and theory, and 6 hrs. in non-music courses on the graduate level. Total: 30 hrs. A public recital in lieu of thesis is required.

Music Education

The graduate program in music education leads to the Master of Education degree. The requirements for admission to the Graduate School apply to this degree program. Applicants are also required to take special proficiency examinations administered by the School of Music before un-

conditional admission is granted. These examinations are established by the graduate faculty of the School of Music and cover areas of theory, history, and applied music.

Students majoring in music education will generally take a minimum of ten semester hours in music education; eight hours in theory, history, and literature; four hours in applied music; and six hours in the minor (education). Students are also required to submit a thesis under the standing regulations of the Graduate School, or present a recital in lieu of thesis or register for a special research seminar in which an assigned project in music education will be completed. If one of the latter two plans is selected, the student must take two additional hours in theory or music history and literature.

For further information concerning the graduate program in music, prospective students are invited to write the Dean of the School of Music.

Theory-Composition

The prerequisite for entering the program leading to the Master of Fine Arts degree in theory-composition include the Bachelor of Music degree or its equivalent. During the week of registration proficiency examinations are given in theory, music history and literature, and applied music. Course work for the degree includes 10 hrs. in theory-composition, 6 hrs. in music history and literature, 4 hrs. in applied music, 6 hrs. in a non-music elective (art, drama, dance, creative writing) and a thesis, 4 hrs. credit. The thesis will be either of a research nature or a composition in one of the larger forms.

PHYSICAL EDUCATION

The Graduate School of the University of North Carolina at Greensboro offers two master's degree curricula in the area of physical education, both concerned with the particular interests and needs of women's physical education teaching and research personnel. Specialization is permitted in the areas of dance, sports education, recreation leadership, and corrective physical education. The degree of Master of Education is offered for those desiring to increase teaching competency for work in public education or in specific areas of physical education, and the Master of Science in Physical Education for those entering college teaching or research, or who are planning to continue their study toward the doctorate. These programs are offered primarily for full-time resident students in the regular terms, although it is possible to complete the graduate program in four or five sessions of summer residence.

The facilities and opportunities for graduate experiences are excellent. There are two completely equipped gymnasiums, laboratories for graduate research and experimental study, facilities for varied teaching experiences

on the elementary, secondary, and college levels, and opportunities for experimentation in camping, recreation, and physical education for the handicapped.

The curricula for the Master of Education and the Master of Science in Physical Education degrees require a minimum of thirty semester hours of graduate work. Candidates for the Master of Education degree must take a minimum of six hours in approved courses of education, and six hours in an area related to physical education. Work in the Master of Science in Physical Education degree curriculum culminates in a thesis, and in the Master of Education degree, in a problem study in the form of a minor research project.

The Department of Health, Physical Education and Recreation also offers a program leading to the degree of Master of Fine Arts with major in dance. This program is described under the Creative Arts Program.

PSYCHOLOGY

The program leading to the degree of Master of Arts in psychology requires a total of thirty academic credits. Twenty-four of these thirty credits may be taken on the Greensboro campus. No course taken by televised instruction or under an extension program is acceptable. The maximum period of time within which the student must fulfill the requirements is six years.

The student is required to pass an examination in an appropriate foreign language.

The student must earn a minimum of twenty-four semester hours in academic courses exclusive of the thesis. Of these twenty-four hours, a minimum of eighteen must be in psychology. The remaining six hours may also be in psychology; but with departmental approval, they may be taken in one or more other departments. Every candidate is required to take three three-credit graduate-level seminars.

The student must devote six semester hours to work on a thesis. When he has produced a final copy of this thesis, he shall be responsible for its oral defense before a committee appointed by the Dean of the Graduate School.

The student must pass a comprehensive examination in psychology given at or after the end of the last semester of his course work.

EXTENSION COURSES

The University of North Carolina at Greensboro desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate, and to offer to them and to other citizens of the state cultural

and professional courses. The state does not provide this service except as it may be self supporting; but afternoon or evening courses can be arranged on or off campus at a minimum cost. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged.

Most extension courses are offered at the graduate level. Properly admitted students may count up to six hours gained in extension toward the master's degree with approval of courses by their departmental advisers. No more than six semester hours of extension credit will be applied to a graduate degree program. This credit must be earned through the Consolidated University of North Carolina and must not be below a grade of B.

Although admission to extension courses is the responsibility of the Director of Extension, *graduate* credit can be obtained only by students admitted to graduate status by the Graduate Dean. Students desiring graduate credit through extension courses who have not been accepted in a graduate status by the Graduate School must file formal application for admission and meet all admission requirements. Details will be furnished by the Graduate School Office on request.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state and particularly to those persons who may participate in them. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, University of North Carolina at Greensboro, Greensboro, N. C.

NATIONAL SCIENCE FOUNDATION INSTITUTE FOR TEACHERS

Beginning in 1958, the National Science Foundation has sponsored in-service and summer institutes for high school teachers of science. In the Graduate School of the University of North Carolina at Greensboro, courses offered include biology, chemistry, earth sciences, mathematics, and physics. Taught by members of the appropriate science faculties, these courses are specifically designed to provide up-to-date training for public school science teachers. The institutes and costs for the students are supported by grants from the National Science Foundation. Interested applicants should write the director for further information.

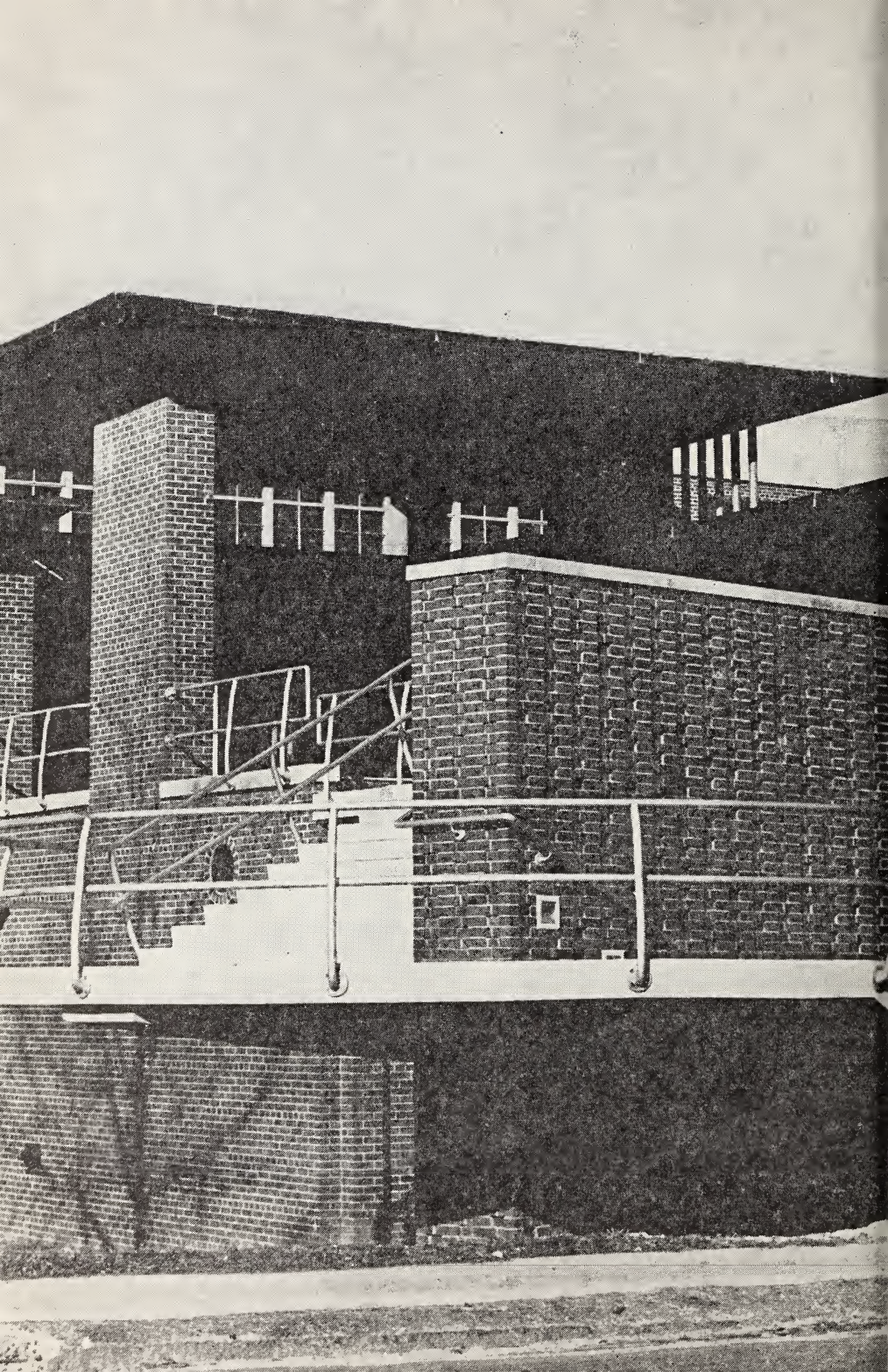
THE RESEARCH COUNCIL OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

An integral part of graduate study derives from original research and the methods of scholarly investigation. The Research Council, made up of appointed members of the faculty with the Dean of the Graduate School as chairman, has among its functions the stimulation of research by members of the faculty.

Beginning in 1957, the sum of $10,000 has been made available annually by the General Assembly in aid of research and creative work by members of the teaching faculty. This fund is administered by the Research Council. Since the initial year, a variety of research proposals, representing many different departments, has been materially supported by grants-in-aid awarded by the Research Council.

PART IX.

Statistical Summaries



IX. STATISTICAL SUMMARIES

ENROLLMENT SUMMARY FOR THE YEAR 1964-1965[1]

Senior Class		599
Junior Class		695
Sophomore Class		891
Freshman Class		1210
Commercial Students		132
Nursing Education Students		73
Graduate Students		772
Special Students		104
Total Regular Session		4476
Extension (Inc. TV) Regular Session		124
Extension (Inc. TV) Summer Session (1964)		240
Summer Session 1964		1336
TOTAL NUMBER ENROLLED		6176
Curry School Enrollment—1964-1965	368	
Kindergarten and Nursery School 1964-1965	44	412
TOTAL ENROLLMENT 1964-1965		6588

SUMMARY OF EARNED DEGREES AND CERTIFICATES AT UNC-G ON JUNE 6, 1965

Source: Commencement Program for the 73rd Annual Commencement

Doctor of Philosophy	1
Master of Arts	8
Master of Education	54
Master of Science	5
Master of Science in Home Economics	11
Master of Fine Arts	12
Master of Music	4
Master of Science in Physical Education	9
TOTAL GRADUATE DEGREES	104

[1]Unduplicated totals for both semesters.

Bachelor of Arts		388
Art	4	
Biology	31	
Chemistry	7	
Drama	7	
Economics	4	
Elementary Education	132	
English	51	
French	8	
German	2	
History and Political Science	35	
Laboratory Technician	*	
Latin	2	
Mathematics	33	
Music	1	
Physics	2	
Psychology	18	
Sociology	41	
Spanish	10	
Bachelor of Science in Home Economics		88
Bachelor of Science in Medical Technology		3**
Bachelor of Science in Nursing		2
Bachelor of Science in Physical Education		23
Bachelor of Science in Secretarial Administration		41
Bachelor of Fine Arts		17
Bachelor of Music		33
TOTAL BACHELOR DEGREES		595
TOTAL EARNED DEGREES		699
Commercial Certificates		109
Associate in Applied Science		32***
TOTAL EARNED DEGREES AND CERTIFICATES		840

*Reported as Biology and Chemistry majors.
**3 candidates to complete practicum in October 1965.
***Diplomas will be awarded upon completion of hospital internship.

PART X.

Organization

ADMINISTRATION
PARKING

X. ORGANIZATION

BOARD OF TRUSTEES OF
THE UNIVERSITY OF NORTH CAROLINA

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

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ARCH TURNER ALLEN, *Secretary*, Raleigh

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FRANK P. GRAHAM, New York

GORDON GRAY, Washington, D. C.

LUTHER H. HODGES, Chapel Hill, North Carolina

JOHN W. UMSTEAD, JR., Chapel Hill, North Carolina

Term Expires April 1, 1967

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MRS. ED M. ANDERSON	West Jefferson	Ashe
IKE F. ANDREWS	Siler City	Chatham
WILLIAM C. BARFIELD	Wilmington	New Hanover
MRS. J. W. COPELAND	Murfreesboro	Hertford
FRANK HULL CROWELL	Lincolnton	Lincoln
DR. RACHEL DAVIS	Kinston	Lenoir
PERCY B. FEREBEE	Andrews	Cherokee
ROBERT HALL	Mocksville	Davie
WILLIAM B. HARRISON	Rocky Mount	Nash
MACK JERNIGAN	Dunn	Harnett
HERBERT JOHNSON	Coats	Harnett
WALTER B. JONES	Farmville	Pitt

G. N. Noble	Trenton	Jones
Ernest E. Parker, Jr.	Southport	Brunswick
Frank Parker	Asheville	Buncombe
Claude W. Rankin	Fayetteville	Cumberland
T. Henry Redding	Asheboro	Randolph
William P. Saunders	Southern Pines	Moore
Evander S. Simpson	Smithfield	Johnston
Walter L. Smith	Charlotte	Mecklenburg
Dr. Shahane Taylor	Greensboro	Guilford
Thomas B. Upchurch, Jr.	Raeford	Hoke
C. M. Vanstory, Jr.	Greensboro	Guilford
Hill Yarborough	Louisburg	Franklin

Term Expires April 1, 1969

Wade Barber	Pittsboro	Chatham
Graham W. Bell	Fayetteville	Cumberland
Victor S. Bryant	Durham	Durham
Henry A. Foscue	High Point	Guilford
Luther Hamilton	Morehead City	Carteret
W. C. Harris, Jr.	Raleigh	Wake
W. A. Johnson	Lillington	Harnett
Robert B. Jordan III	Mount Gilead	Montgomery
Mrs. J. B. Kittrell	Greenville	Pitt
J. Hanes Lassiter	Charlotte	Mecklenburg
John Lassiter	Smithfield	Johnston
John Van Lindley	Greensboro	Guilford
R. Walker Martin	Raleigh	Davidson
C. Knox Massey	Durham	Durham
Reid A. Maynard	Burlington	Alamance
William C. Medford	Waynesville	Haywood
William G. Reid	Pilot Mountain	Surry
Mrs. S. L. Rodenbough	Walnut Cove	Stokes
A. Alex Shuford	Hickory	Catawba
B. Atwood Skinner	Wilson	Wilson
Dr. L. H. Swindell	Washington	Beaufort
Ben C. Trotter	Leaksville	Rockingham
Oscar C. Vatz	Fayetteville	Cumberland
J. Shelton Wicker	Sanford	Lee
Fred L. Wilson	Kannapolis	Cabarrus

Term Expires April 1, 1971

WYATT R. AYDLETT	Elizabeth City	Pasquotank
IRWIN BELK	Charlotte	Mecklenburg
MRS. MEBANE H. BURGWYN	Jackson	Northampton
SAM N. CLARK, JR.	Tarboro	Edgecombe
T. J. COLLIER	Bayboro	Pamlico
ARCHIE K. DAVIS	Winston-Salem	Forsyth
JAMES C. FARTHING	Lenoir	Caldwell
DR. DOROTHY GLENN	Gastonia	Gaston
GEORGE WATTS HILL	Chapel Hill	Durham
MRS. J. HENRY HILL, JR.	Hickory	Catawba
THOMAS H. LEATH	Rockingham	Richmond
W. J. LUPTON	Swan Quarter	Hyde
THOMAS MCKNIGHT	Troutman	Iredell
D. L. MCMICHAEL	Madison	Rockingham
R. D. MCMILLAN, JR.	Red Springs	Robeson
RUDOLPH I. MINTZ	Wilmington	New Hanover
THOMAS O. MOORE	Winston-Salem	Forsyth
ASHLEY M. MURPHY	Atkinson	Pender
DOUGLAS M. ROBINSON	Mars Hill	Madison
R. GLENN STOVALL	Roxboro	Person
DR. DAVID T. TAYLOE	Washington	Beaufort
CARL V. VENTERS	Jacksonville	Onslow
HENRY WEIL	Goldsboro	Wayne
MACON M. WILLIAMS	Lenoir	Caldwell
GEORGE M. WOOD	Camden	Camden

Term Expires April 1, 1973

FRED F. BAHNSON, JR.	Winston-Salem	Forsyth
LENOX G. COOPER	Wilmington	New Hanover
J. M. COUNCIL, JR.	Lake Waccamaw	Columbus
W. LUNSFORD CREW	Roanoke Rapids	Halifax
E. M. FENNELL	Hickory	Catawba
MRS. GEORGE A. FERGUSON	Leaksville	Guilford
DR. AMOS JOHNSON	Garland	Sampson
MRS. ALBERT H. LATHROP	Asheville	Buncombe
LARRY I. MOORE	Wilson	Wilson
WILLIAM KREISLER NEAL	Roanoke Rapids	Halifax
ARTHUR I. PARK	Oxford	Granville
JOHN AARON PREVOST	Waynesville	Haywood
MRS. L. RICHARDSON PREYER	Greensboro	Guilford
ADDISON H. REESE	Charlotte	Mecklenburg
T. L. RICHIE	Marion	McDowell
H. L. RIDDLE, JR.	Morganton	Burke

Roy Rowe	Burgaw	Pender
J. Brantley Speight	Winterville	Pitt
John P. Stedman	Lumberton	Robeson
C. Lacy Tate	Chadbourn	Columbus
W. Frank Taylor	Goldsboro	Wayne
Mrs. Stewart Warren	Clinton	Sampson
Cameron S. Weeks	Tarboro	Edgecombe
Thomas J. White	Kinston	Lenoir
Mrs. George D. Wilson	Fayetteville	Cumberland

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

OFFICERS OF INSTRUCTION AND EMERITI

William Clyde Friday (1951), *President*
B.S., North Carolina State; LL.B., North Carolina; LL.D., Belmont Abbey, Wake Forest, Duke, Princeton, Elon, Davidson

[2]Donald Benton Anderson, *Vice President for Academic Affairs*
B.A., B.Sc.Ed., M.A., Ph.D., Ohio State

[1]Otis Arnold Singletary (1961), *Chancellor and Professor of History*
B.A., Millsaps; M.A., Ph.D., Louisiana State

[3]James Sharbrough Ferguson (1962), *Vice Chancellor and Professor of History*
B.A., Millsaps; M.A., Louisiana State; Ph.D., North Carolina

Alice Katherine Abbott (1927), *Associate Professor of Romance Languages, Emeritus* (1965)
B.A., Smith; M.A., Illinois; Diploma, Centro de Estudios Históricos, Madrid

Charles Marshall Adams (1945), *Librarian, Professor*
B.A., Amherst; B.S., M.A., Columbia

Maude Louise Adams (1937), *Assistant Professor of Business Education, Emeritus* (1956)
B.A., Cornell College; M.A., Columbia

Naomi Albanese (1958), *Professor and Dean of the School of Home Economics*
B.A., Muskingum College; M.A., Ph.D., Ohio State

Louise Brevard Alexander (1935), *Professor of Political Science, Emeritus* (1956)
B.A., Presbyterian

Donald Floyd Allen (1962), *Assistant Professor of Sociology*
B.A., North Texas State; M.A., Ph.D., Texas

[1]Leave of absence, first semester.
[2]Second semester.
[3]Acting Chancellor until appointment as Vice Chancellor on January 1, 1966.

Faculty

Roscoe Jackson Allen (1956), *Associate Professor and Head of Department of Commercial Studies*
B.S., Concord College; M.S., Tennessee; Ed.D., Pennsylvania State

[2]Donald Benton Anderson (1956), *Professor of Biology*
B.A., B.Sc.Ed., M.A., Ph.D., Ohio State

Henry Leonard Anderson II (1965), *Assistant Professor of Chemistry*
B.S., Old Dominion; Ph.D., University of Delaware

Laura Gaddes Anderton (1948), *Associate Professor of Biology*
B.A., Wellesley; M.S., Brown; Ph.D., North Carolina

Elizabeth Edna Arundel (1937), *Professor of Geography Emeritus* (1960)
B.A., Ohio; M.A., Columbia; Ph.D., Yale

[1]Warren Hinds Ashby (1949), *Head and Professor of Philosophy*
B.A., Maryville; B.D., Ph.D., Yale

James Carroll Atkinson (1958), *Assistant Professor of French*
B.A., M.A., Duke; Ph.D., Johns Hopkins

Claire Henley Atkinson (1917), *Assistant Professor of Music, Emeritus* (1962)
B.M., North Carolina State Normal and Industrial College; Columbia; pupil of Karl Bondam, Austin Conradi and Lotta Hough

Mary Elizabeth Avent (1952), *Instructor, Curry*
B.A., Woman's College, North Carolina; M.A., George Peabody

Anne Francis Baecker (1960), *Associate Professor and Head of Department of German and Russian*
B.A., Marygrove; M.A., Michigan; Ph.D., Cincinnati

Richard Bardolph (1944), *Professor and Head of Department of History and Political Science*
B.A., M.A., Ph.D., Illinois

Elizabeth McDaniel Barineau (1961), *Professor of French*
B.A., Woman's College, North Carolina; M.A., Ph.D., Chicago

Susan Elizabeth Barksdale (1943), *Associate Professor of Art*
B.A.. Woman's College, North Carolina; M.A., Columbia

Elva Eudora Barrow (1916), *Professor of Chemistry, Emeritus* (1954)
B.A., Randolph-Macon Woman's College; M.S., Chicago

Helen Barton (1927), *Professor of Mathematics, Emeritus* (1960)
B.A., Goucher; M.A., Ph.D., Johns Hopkins

[3]Jane Flemister Batten (1964), *Instructor in Mathematics*
B.A., Wesleyan; M.A., Duke

Jessie Irene Baxter (1965), *Instructor in Education*
B.A., Lenoir-Rhyne; M.Ed., North Carolina

Judith Carole Beale (1965), *Teacher, Curry*
B.S.P.E., Woman's College, North Carolina; M.S.P.E., Oregon

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[1]Leave of absence.
[2]Part-time.
[3]Resigned, February 1, 1966.

Helen Davie Bedon (1962), *Associate Professor of Chemistry*
B.A., Meredith; M.A., North Carolina; Ph.D., Cornell

John Herbert Beeler (1950), *Professor of History*
B.A., M.A., Ohio; Ph.D., Cornell

[2]Edmund Berkeley (1960), *Associate Professor of Biology*
B.S., M.S., Virginia; Ph.D., North Carolina

Ilmars Birznieks (1965), *Instructor in German*
B.A., Asbury

Charles Daniels Blend (1962), *Professor and Head of Department of Romance Languages*
B.A., M.A., Ph.D., Ohio State; Faculte des Lettres, Universite D'Aix-Marseille

Alice Crowthers Boehret (1957), *Assistant Professor and Head of Department of Nursing Education*
B.A., Woman's College, North Carolina; M.S., Pennsylvania; Diploma, Jefferson Hospital

Curtis Spence Booth (1964), *Lecturer in Philosophy*
B.A., Georgetown; Ph.D., North Carolina

Elisabeth Ann Bowles (1956), *Instructor, Curry*
B.A., Woman's College, North Carolina; M.A., Ph.D., North Carolina

Francise Lorene Bowman (1965), *Instructor in Nursing Education*
B.S.N.Ed., Duquesne University; M.A., Teachers College, Columbia; Diploma, Mercer Cottage Hospital

[3]James Robert Boyd (1956), *Lecturer in Mathematics*
B.A., Trinity; M.A., North Texas

John Hibbs Brasher (1957), *Lecturer in Economics*
B.A., B.S., M.A., Florida

[4]John Elbert Bridgers, Jr. (1938), *Professor of English*
B.A., Duke; M.A., Harvard; Ph.D., Duke

[2]Joseph Allen Bryant (1961), *Professor and Head of Department of English*
B.A., West Kentucky Teachers; M.A., Vanderbilt; Ph.D., Yale

Joseph Eugene Bryson (1964), *Associate Professor of Education and Director of Extension*
B.A., Elon; M.A., North Carolina; Ph.D., Duke

Frances Buchanan (1960), *Instructor in Home Economics*
B.S.H.E., Winthrop; M.S.H.E., Woman's College, North Carolina

Jean Ruth Buchert (1957), *Associate Professor of English*
B.A., M.A., Missouri; Ph.D., Yale

Randolph McGuire Bulgin (1964), *Assistant Professor and Acting Head of Department of English*
B.A., Davidson; Ph.D., Princeton

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[2]Leave of absence.
[3]Part-time.
[4]Deceased, February 16, 1966.

HARMAN DAVIS BURCK (1965), *Assistant Professor of Education*
B.A., M.Ed., Florida; Ph.D., Florida State

MARGARET ELAINE BURGESS (1960), *Associate Professor of Sociology*
B.A., M.A., Washington State; Ph.D., North Carolina

HELEN CATHERINE BURNS (1937), *Associate Professor, Emeritus* (1964)
B.A., Iowa; M.A., Columbia

WILLIAM WYEBURG BURTON (1961), *Teacher and Coach, Curry*
B.A., Guilford

MAY DULANEY BUSH (1934), *Professor of English*
B.A., Hollins; M.A., Columbia; Ph.D., Johns Hopkins

IVA FRIC CAGIGAO (1960), *Instructor in French and Spanish*
B.A., Washington; M.A., Middlebury

ROBERT MCCLUER CALHOON (1964), *Assistant Professor of History*
B.A., Wooster; M.A., Ph.D., Western Reserve

[1]PERSIA CAMPBELL (1965), *Bryan Lecturer in Economics*
B.A., M.A., Sydney University; M.S., London School of Economics; Ph.D., Columbia

MARTHA HELEN CANADAY (1958), *Associate Professor of Home Economics*
B.S., Texas State College for Women; M.S., Louisiana State

FRANCISCO CARMONA (1965), *Instructor in Spanish*
M.A., University of Madrid

GILBERT FREDERIC CARPENTER (1963), *Professor and Head of Department of Art*
B.A., Stanford

JANE HELEN CARROLL (1963), *Instructor in Mathematics*
B.S., Guilford; M.A., Duke

FRED DAVIS CHAPPELL (1964), *Assistant Professor of English*
B.A., M.A., Duke

AMY MARIE CHARLES (1956), *Associate Professor of English*
B.A., Westminster; M.A., Ph.D., Pennsylvania

CLAUDE JEAN CHAUVIGNÉ (1965), *Lecturer in French*
B.S., Southwest Missouri State; M.A., Colorado

RUBYE FAYE CHERRY (1963), *Instructor in Nursing Education*
B.S., Virginia; M.A., Columbia

CLIFTON BOB CLARK (1965), *Professor and Head of Department of Physics*
B.A., M.A., Arkansas; Ph.D., Maryland

BARBARA NELLE CLAWSON (1964), *Research Assistant Professor in Home Economics*
B.S., Iowa State University; M.S.H.E., Woman's College, North Carolina

CONVERSE DILWORTH CLOWSE (1962), *Assistant Professor of History*
B.A., M.A., Vermont; Ph.D., Northwestern

BETTY CAROL CLUTTS (1959), *Assistant Professor of History*
B.A., Woman's College, North Carolina; M.A., North Carolina; Ph.D., Ohio State

[1]First semester.

[1]ANNE POYTHRESS COBB (1965), *Instructor in Economics*
B.S., M.A., Mississippi State

[2]TERRELL WEAVER COFIELD (1965), *Instructor in Music*
B.M., Rollins; M.M., UNC at Greensboro

WILLIAM PATRICK COLBERT (1962), *Assistant Professor of Education*
B.A., Winona State; M.A., Ed.D., Teachers College, Columbia

ESTHER INEZ COLDWELL (1922), *Associate Professor of Biology, Emeritus* (1961)
B.A., Southwestern

DAVID DALE COLE (1965), *Assistant Professor of Psychology*
B.S., Purdue; M.A., Ph.D., West Virginia

RUTH MARY COLLINGS (1925), *Physician and Professor of Health, Emeritus* (1962)
B.A., Pomona; M.D., Pennsylvania

ELIZABETH PERRIN COLLINS (1961), *Instructor in Commercial Studies*
B.S., Alabama State College for Women; M.Ed., Woman's College, North Carolina

JAMES ROBERT COLLINS (1965), *Instructor in Music*
B.S., M.A., Alabama

OWEN SERGESON CONNELLY, JR. (1961), *Associate Professor of History*
B.S., M.A., Wake Forest; Ph.D., North Carolina

JOHN TEHERENCE CONWAY (1965), *Instructor in Art*
B.F.A., John Herron Art Institute; M.A., New Mexico

JAMES CLYDE COOLEY, JR. (1965), *Instructor in History*
B.A., Franklin College; M.A., Indiana

JOHN PHILIP COUCH (1958), *Associate Professor of French*
B.A., North Carolina; Ph.D., Yale

[2]M. THOMAS COUSINS (1963), *Lecturer in Music*
Special Studies at Julliard

ELIZABETH COWLING (1945), *Associate Professor of Music*
B.A., Carleton; M.A., Columbia; M.M., Northwestern; studied with Dudley Powers, Luigi Silva, Pablo Casals

RICHARD GARNER COX (1960), *Assistant Professor of Music*
B.A., M.A., North Carolina; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris, France

JANE HANES CROW (1965), *Professor of Home Economics*
B.S., Salem; M.S., Maryland; Ph.D., Cornell

ANN BELUE CROWELL (1965), *Teacher, Curry*
B.A., UNC at Greensboro

JOHN M. CUNNINGHAM (1965), *Instructor in English*
B.A., Southern Methodist; M.A., Duke

LOIS JOTTER CUTTER (1963), *Lecturer in Biology*
B.A., M.S., Ph.D., Michigan

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[1]Second semester.
[2]Part-time.

HELEN FRANCES CUTTING (1931), *Assistant Professor of Romance Languages, Emeritus* (1962)
B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios Históricos, Madrid; M.S.L.S., Catholic University of America

DONALD G. DARNELL (1964), *Assistant Professor of English*
B.S., Texas Technological; M.A., Oklahoma; Ph.D., Texas

DOROTHY SCOTT DARNELL (1960), *Instructor in Business Education*
B.S.S.A., Woman's College, North Carolina; M.Ed., UNC at Greensboro

ROBERT ARTHUR DARNELL (1949), *Associate Professor of Music*
B.M., Colorado; M.M., Texas; Certificate, Ecoles des Beaux Arts, Fountainebleau, France; pupil of Robert Casadesus, Carl Friedburg, Nadia Boulanger

[1]DAVID GLYNN DAVIES (1962), *Assistant Professor of Economics*
B.A., Oberlin; Ph.D., North Carolina

DOROTHY DAVIS (1930), *Associate Professor of Physical Education*
B.A., Western College; M.A., Wisconsin

CHARLOTTE WEBSTER DAWLEY (1944), *Associate Professor of Biology*
B.A., Carleton; M.S., Washington University; Ph.D., Minnesota

SAVANNAH SEAGRAVES DAY (1953), *Assistant Professor of Home Economics*
B.S., Appalachian; M.S., Woman's College, North Carolina

EUNICE MINERVA DEEMER (1963), *Assistant Professor of Home Economics*
B.S., Indiana; M.Ed., Pennsylvania

MARIE B. DENNEEN (1926), *Associate Professor of Education, Emeritus* (1956)
B.A., M.A., Minnesota

WILLIAM CONRAD DEVENY (1946), *Associate Professor of Music*
B.A., North Central; B.Mus., Oberlin Conservatory

MARGARET CLAIRE DEVINNY (1946), *Assistant Professor of Commercial Studies*
B.S., Kansas State; M.S., Tennessee

MARY ANDREWS DICKEY (1957), *Assistant Professor of Home Economics*
B.S., Woman's College, North Carolina; M.S., Tennessee

GEORGE WILLIAM DICKIESON (1938), *Associate Professor of Music*
B.Mus., Salem; M.Mus., Cincinnati Conservatory; L'Ecole Monteux

MARY TAYLOR DICKS (1955), *Instructor in Home Economics*
B.A., East Carolina; M.Ed., Woman's College, North Carolina

ARTHUR WILSON DIXON (1957), *Assistant Professor of English*
B.A., North Carolina; Ph.D., Yale

[2]CRAIG LANIER DOZIER (1960), *Associate Professor and Head of Department of Geography*
B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins

BERNICE EVELYN DRAPER (1922), *Professor of History, Emeritus* (1960)
B.A., Lawrence; M.A., Wisconsin

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[1]Leave of absence, February 1, 1966-February 1, 1967.
[2]Leave of absence, first semester.

[1]ELIZABETH DUFFY (1937), *Professor of Psychology*
B.A., North Carolina College for Women; M.A., Columbia; Ph.D., Johns Hopkins

[2]MARGARET CALVERT DUNCAN (1962), *Instructor in Physical Education and Resident Supervisor of Piney Lake*
B.A., Duke; M.Ed., Woman's College, North Carolina

JAMES ARTHUR DUNN (1923), *Professor of English, Emeritus* (1953)
B.A., M.A., Missouri

FRANCES YEAGER DUNHAM (1962), *Assistant Professor of Psychology*
B.A., Ph.D., Duke

BRUCE MACLEAN EBERHART (1963), *Professor and Head of Department of Biology*
B.A., San Jose State; Ph.D., Stanford

LOIS VIRGINIA EDINGER (1962), *Assistant Professor of Education*
B.A., Meredith; M.Ed., Ph.D., North Carolina

JAMES NELSON ELLIS (1963), *Assistant Professor of English*
B.A., M.A., Oklahoma; Ph.D., Texas

KATHRYN MCALLISTER ENGLAND (1942), *Associate Professor of Drama and Speech*
B.A., Randolph-Macon Woman's College; M.A., Teachers College, Columbia

DANIEL ERICOURT (1963), *Professor of Music*
Paris Conservatory

VIRGINIA CHRISTIAN FARINHOLT (1935), *Professor of Romance Languages, Emeritus* (1965)
B.A., William and Mary; M.A., Ph.D., Chicago

WILLIAM NORCROSS FELT (1947), *Associate Professor of French*
B.A., Clark; M.A., D.M.L., Middlebury; Diplôme de hautes études, Grenoble

MARGUERITE FELTON (1956), *Assistant Professor of Chemistry*
B.S., Limestone; M.A., North Carolina

JAMES SHARBROUGH FERGUSON (1962), *Vice Chancellor and Professor of History*
B.A., Millsaps; M.A., Louisiana State; Ph.D., North Carolina

ROBERT LOUIS FIORE (1962), *Instructor in Spanish*
B.A., Iona; M.A., Middlebury

MARY FITZGERALD (1924), *Assistant Professor of Education, Emeritus* (1953)
Diploma, North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia

RUTH FITZGERALD (1905), *Professor of Education, Emeritus* (1950)
Diploma, North Carolina College for Women; B.S., M.A., Columbia

SHIRLEY KATHERINE FLYNN (1963), *Instructor in Health*
B.S., M.S.P.E., MacMurray

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[1]Leave of absence, second semester.
[2]Part-time.

SHERRI RHODA FORRESTER (1962), *Assistant Professor of Chemistry*
B.S., Duke; Ph.D., Northwestern

EILEEN CASEY FRANCIS (1965), *Assistant Professor of Home Economics*
B.S., M.S., Pennsylvania State

MARIAN POPE FRANKLIN (1959), *Associate Professor of Education*
B.A., B.M., St. Olaf; M.A., Northwestern; Ed.D., North Carolina

[2]HERBERT WILLIAM FRED (1964), *Associate Professor of Music*
B.M.E., M.M., Northwestern; Ph.D., North Carolina

[1]ROSE MILLS FREEDMAN (1957), *Instructor in Home Economics*
B.A., Vassar; M.A., Peabody

MAYNARD GARDNER FRENCH (1957), *Assistant Professor of Drama*
B.A., Maine; M.A., M.F.A., Western Reserve; Certificate, School of Radio and Television Techniques, New York City

WILLIAM HERBERT FRIEDMAN (1963), *Assistant Professor of Psychology*
B.A., Kansas; M.A., Ph.D., Connecticut

ANNIE BEAM FUNDERBURK (1921), *Associate Professor of Romance Languages, Emeritus* (1961)
B.A., North Carolina College for Women; M.A., North Carolina

JEAN ELISABETH GAGEN (1954), *Associate Professor of English*
B.A., Ohio Wesleyan; M.A., Ph.D., Columbia

LOIS KATHLEEN GALER (1960), *Instructor in Nursing Education*
B.S., Hamline University; M.A., Teachers College, Columbia

JUNE PRISCILLA GALLOWAY (1957), *Instructor in Physical Education*
B.S., Georgia; M.Ed., Woman's College, North Carolina

VIRGINIA BEATRICE GANGSTAD (1939), *Associate Professor of Biology*
B.A., M.A., Ph.D., Illinois

[1]KATE BAUCOM GARNER (1959), *Research Instructor in Home Economics*
B.S., Tift; M.S., Woman's College, North Carolina

KARL RAY GENTRY (1965), *Assistant Professor of Mathematics*
B.S., Wake Forest; M.A., Ph.D., Georgia

RICHARD ALAN GILLIS (1965), *Lecturer in Political Science*
B.A., Kenyon

[3]MARGARET MURCHISON GLADSTONE (1966), *Instructor in Education*
B.A., East Carolina; M.Ed., North Carolina

BERT ARTHUR GOLDMAN (1965), *Associate Professor of Education*
B.A., Maryland; M.Ed., North Carolina; Ed.D., Virginia

MILDRED RUTHERFORD GOULD (1921), *Associate Professor of English, Emeritus* (1951)
B.S., M.A., Columbia

JEAN GORDON (1964), *Assistant Professor of History*
B.A., M.A., Penn State; Ph.D., Wisconsin

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[1]Part-time.
[2]Acting Dean effective January 1, 1966.
[3]Part-time, second semester.

Faye Woodard Grant (1965), *Lecturer in Home Economics*
B.S., M.S., Ph.D., Chicago

Margaret Ann Greene (1946), *Assistant Professor of Physical Education*
B.S.P.E., Appalachian; M.A., New York

Joan Gregory (1964), *Assistant Professor of Art*
B.A., Alabama; M.A., Ed.D., Peabody

[2]Ellen Jeanne Griffin (1940), *Associate Professor of Physical Education*
B.S., Woman's College, North Carolina; M.A., North Carolina

George Philip Grill (1963), *Instructor in Business Education*
B.S., M.A., Appalachian

Magnhilde Gullander (1918), *Professor of History, Emeritus* (1956)
B.A., Wisconsin; M.A., Pennsylvania

Ruth Gunter (1931), *Assistant Professor of Education, Emeritus* (1959)
B.A., North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia

Gaylord Terrence Hageseth (1965), *Instructor in Physics*
B.S., North Carolina; M.S., Catholic University of America

James Joseph Hagood, Jr. (1951), *Associate Professor, Curry*
B.S., Piedmont; M.A., Peabody; M.S., Illinois

Alonzo C. Hall (1916), *Professor of English, Emeritus* (1956)
B.A., Elon; M.A., Columbia

Earl B. Hall (1923), *Professor of Biology, Emeritus* (1947)
B.S., M.S., Chicago

Mathilde Hardaway (1941), *Associate Professor of Business Education*
B.B.A., Texas; M.B.A., Chicago; Ph.D., Yale

Noma Hardin (1944), *Associate Professor of Art*
B.A., Baylor; B.S., M.A., Texas State

Hilda T. Harpster (1944), *Associate Professor of Biology*
B.A., Sweet Briar; M.A., Ph.D., Michigan

Mary Harrington Harrell (1935), *Associate Professor of Commercial Studies, Emeritus* (1961)
B.A., Queens; B.S., George Peabody; M.A., New York

James Robert Harrington (1965), *Instructor in Drama*
B.F.A., M.F.A., Art Institute of Chicago

[1]John William Harris, Jr. (1965), *Instructor in Education*
B.A., David Lipscomb; M.Ed., North Carolina

Mildred Pearl Harris (1924), *Associate Professor of Health, Emeritus* (1956)
B.A., M.A., Michigan

Martha Elizabeth Hathaway (1936), *Associate Professor of Home Economics*
B.S., North Carolina College for Women; M.A., Columbia

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[1]Part-time.
[2]Leave of absence.

[1]CHARLES ROBERT HAYES (1965), *Lecturer in Geography*
B.A., Knox; M.S., Wisconsin

[3]PHILLIP C. HEFFERTON (1966), *Lecturer in Art*

ELMA JOSEPHINE HEGE (1934), *Associate Professor of History*
B.A., North Carolina College for Women; M.A., Virginia

[1]RUTH COLTON HEGE (1960), *Instructor in English*
B.A., Mount Holyoke; M.A., Columbia

[2]JULIA HEIL HEINLEIN (1952), *Associate Professor of Psychology, Emeritus* (1962)
B.S., M.A., Ph.D., Johns Hopkins

GAIL MURL HENNIS (1950), *Professor of Physical Education*
B.S., Purdue; M.A., Ph.D., State University of Iowa

ANN EVERETT HERRIN (1965), *Research Instructor in Home Economics*
B.S.H.E., UNC at Greensboro

PAUL ARNOLD HICKFANG (1962), *Assistant Professor of Music*
B.M., Texas; M.M., Michigan

JAMES ALBERT HIGHSMITH (1916), *Professor of Psychology, Emeritus* (1953)
B.A., North Carolina; Ph.D., Peabody

WILLIAM JOHN HILBRINK (1962), *Instructor in Music*
B.M.Ed., Baldwin-Wallace; M.M., Eastman School of Music

WILLIAM WELLS HOKMAN (1964), *Instructor in Mathematics*
B.S., M.A., M.S., West Virginia

BIRDIE HELEN HOLLOWAY (1935), *Professor of Music, Emeritus* (1965)
B.S.M., M.S.M., Oberlin Conservatory

MALCOLM KING HOOKE (1922), *Professor of Romance Languages, Emeritus* (1958)
B.A., Chattanooga; Diplôme de'études de civilisation française Docteur de l'Université de Paris

KENNETH EDWIN HOWE (1958), *Professor and Dean of School of Education*
B.A., Eastern Michigan University; M.S., Michigan; Ed.D., Northwestern

EVELYN LOUISE HOWELL (1937), *Associate Professor of Home Economics, Emeritus* (1956)
B.S., M.A., Woman's College, North Carolina

[3]SUN TO-ZE HSU (1966), *Fulbright Lecturer in Art*
B.A., National Central University of Nanking China

ARTHUR BYRON HUNKINS (1965), *Assistant Professor of Music*
B.A., Oberlin; M.F.A., Ohio; D.M.A., Michigan

MARGARET AGNES HUNT (1961), *Assistant Professor of Political Science*
B.A., Michigan State; M.A., Ph.D., North Carolina

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[1]Part-time.
[2]Counseling Center, part-time.
[3]Second semester.

EUGENIA MCIVER HUNTER (1935), *Professor of Education*
B.A., Goucher; M.A., Columbia; Ph.D., Ohio State

MARY ALFORD HUNTER (1943), *Assistant Professor of Education*
B.A., Woman's College, North Carolina; M.A., North Carolina

BARBARA ELIZABETH JAMES (1965), *Assistant Professor of Home Economics*
B.A., Winthrop; M.S., Florida State

MARY ELIZABETH JARRARD (1965), *Instructor in English*
B.A., North Carolina; M.A.T., Duke

[1]RANDALL JARRELL (1947), *Professor of English*
B.S., M.A., Vanderbilt

EULA MAE CARTER JARRETT (1957), *Instructor and Librarian, Curry*
B.A., Kentucky

ELISABETH ANNA MARIE JASTROW (1941), *Associate Professor of Art, Emeritus* (1961)
Ph.D., Heidelburg, Germany

DAVID KENNETH JEFFREY (1965), *Instructor in English*
B.A., Hobart; M.A., Virginia

[2]BRONISLAS DE LEVAL JEZIERSKI (1965), *Lecturer in English*
B.S., M.A., Ph.D., Harvard

DAGMAR HILDEGARDE JOHNSON (1959), *Stone Professor of Home Economics*
B.S., M.S., Minnesota; Ph.D., Iowa State College

GLENN R. JOHNSON (1923), *Professor of Sociology, Emeritus* (1954)
B.A., Reed; M.A., Columbia

MARY KENNON JOHNSON (1962), *Instructor in Education*
B.A., South Carolina; M. School Librarianship, North Carolina

MILDRED LOUISE JOHNSON (1965), *Assistant Professor in Home Economics*
B.S., M.S., Northern Illinois; Ph.D., Wisconsin

JOSEPH DONALD JONES (1960), *Instructor in Mathematics*
B.S., Hampden-Sydney; M.A., North Carolina

SARAH WILSON JONES (1952), *Instructor in Business Education*
B.S., M.S., Woman's College, North Carolina

[3]GEORGE MINOR JOYCE (1935), *Professor of Commercial Studies and Assistant to the Business Manager*
B.S., Indiana State Teachers; M.S., Pittsburgh

MARTIN BRUNO KADE (1965), *Lecturer in German*
Staats Examen in Russian, Humboldt University, Berlin; Staats Examen in English, University of Giessen

PAULINE EVELYN KEENEY (1949), *Burlington Industries Professor of Textiles*
B.S., M.S., Ph.D., Pennsylvania State

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[1]Deceased, October 14, 1965.
[2]Part-time, second semester.
[3]Part-time.

[4]JOHN DANIEL KEHOE (1957), *Assistant Professor of Art*
B.F.A., Wayne State; M.A., Michigan

ALBERT S. KEISTER (1924), *Professor of Economics, Emeritus* (1956)
B.A., Otterbein; M.A., Columbia; Ph.D., Chicago

MARY ELIZABETH KEISTER (1965), *Research Associate in Institute for Child and Family Development and Lecturer in Home Economics*
B.S., North Carolina College for Women; M.A., Iowa State University; Ph.D., Chicago

JOHN WESLEY KENNEDY (1956), *Professor and Head of Department of Economics and Business Administration; Acting Dean, Graduate School; Director of Summer Session*
B.A., M.A., Duke; Ph.D., North Carolina

NANCY LEE KENNINGTON (1965), *Instructor in French and Spanish*
B.A., Western Ontario; M.A., North Carolina

RALPH WILLIAM KERNS (1964), *Instructor in Drama and Director, Pixie Playhouse*
B.A., Waynesburg; M.F.A., Carnegie Institute

[1]GRACE MCCARTHY KEZIAH (1960), *Instructor in History*
B.A., Syracuse; M.A., Pennsylvania

GEORGE ANTHONY KIORPES (1965), *Assistant Professor of Music*
B.M., M.M., Peabody Conservatory

[1]F. X. CALVIN KNOBELOCH (1965), *Lecturer in Drama and Speech*
B.S., Indiana; Ph.D., University of Florida

[5]WILLIAM ELLIOTT KNOX (1963), *Assistant Professor of Sociology*
B.A., Colgate; Ph.D., Cornell

[2]ANNA MARY KREIMEIER (1927), *Assistant Professor of Education, Emeritus* (1965)
Ph.B., Chicago; M.A., Columbia

HARRIET JANE KUPFERER (1961), *Associate Professor of Anthropology*
B.S., Woman's College, North Carolina; M.A., Ed.D., New York; Ph.D., North Carolina

[3]JORDAN EMIL KURLAND (1954), *Assistant Professor of History*
B.A., M.A., Boston University

LINCOLN FILENE LADD (1965), *Instructor in English*
B.A., Brown; M.A., Virginia

RAMIRO LAGOS (1965), *Visiting Associate Professor of Spanish*
B.A., La Porciuncula; M.A., Ph.D., Universidad Javeriana

FRANCIS ANTHONY LAINE (1949), *Associate Professor and Head of Department of Classical Civilization*
B.S., Memphis State; Ph.D., Vanderbilt

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[1]Part-time.
[2]Part-time, first semester.
[3]Leave of absence.
[4]Leave of absence, second semester.
[5]Leave of absence, February 1, 1966-February 1, 1967.

BETTY AIKEN LAND (1923), *Assistant Professor of Education, Emeritus* (1945)
Diploma, North Carolina College for Women; M.A., Columbia

VERA IONE LARGENT (1923), *Professor of History, Emeritus* (1961)
B.A., Knox; M.A., Chicago

AUGUSTINE LAROCHELLE (1922), *Professor of Romance Languages, Emeritus* (1958)
B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Históricos, Madrid

GIRAUDET LAY (1963), *Instructor in French*
Baccalaureat de Philosophie, Université de Paris; Licence es Lettres, Université de Bordeaux

MARJORIE LOUISE LEONARD (1941), *Associate Professor of Physical Education*
B.S., Woman's College, North Carolina; M.A., North Carolina

SUE BAXTER LEONARD (1965), *Teacher, Curry*
B.A., UNC at Greensboro

VIRGIL E. LINDSEY (1940), *Associate Professor of Economics*
B.A., Missouri Wesleyan; M.A., Iowa

MARY MARTHA LINEBERGER (1963), *Teacher, Curry*
B.A., Woman's College, North Carolina

VANCE THOMAS LITTLEJOHN (1938), *Professor and Head of Department of Business Education*
B.A., B.S., Bowling Green; M.Ed., Ph.D., Pittsburgh

[2]EDWARD LOEWENSTEIN (1966), *Lecturer in Art*
B.Arch., M.I.T.

LILA BELLE LOVE (1926), *Associate Professor of Biology, Emeritus* (1953)
B.A., Mississippi State College for Women; M.S., Nebraska

EMMA LOUISE LOWE (1941), *Associate Professor of Home Economics*
B.S., The Woman's College of Georgia; M.S., University of Georgia

ROBERT EUGENE LUCAS (1964), *Instructor in French*
B.A., M.A., Ohio State

HAROLD TALMADGE LUCE (1959), *Associate Professor of Music*
B.M., Butler; M.M., Ph.D., Florida State

WALTER T. LUCZYNSKI (1960), *Assistant Professor of History*
B.A., New York; M.A., Michigan; Ph.D., Illinois

[1]HERBERT LUND (1954), *Lecturer in Biology*
B.A., Utah; M.D., Pennsylvania

PAUL EUGENE LUTZ (1961), *Assistant Professor of Biology*
B.A., Lenoir-Rhyne; M.S., Miami; Ph.D., North Carolina

[1]CHARLES ALAN LYNAM (1964), *Lecturer in Music*
A.B., Elon; M.A., New York

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[1]Part-time.
[2]Part-time, second semester.

ANNA MADELINE MCCAIN (1953), *Assistant Professor of Health*
B.A., East Carolina; M.P.H., North Carolina

EDWARD MCCRADY III (1964), *Assistant Professor of Biology*
B.S., University of the South; M.A., Ph.D., Virginia

DOROTHY LENOR MCDONALD (1964), *Teacher, Curry*
B.M.Ed., Nebraska; M.Ed., UNC at Greensboro

EUGENE EARLY MCDOWELL III (1965), *Instructor in Psychology*
B.A., North Carolina; M.A., DePauw

MIRIAM MCFADYEN (1927), *Professor of Education, Emeritus* (1945)
Diploma, North Carolina College for Women; B.S., M.S., Columbia

ROSEMARY MCGEE (1954), *Professor of Physical Education*
B.S., Southwest Texas; M.S., Illinois State; Ph.D., State University of Iowa

[1]WILLIAM MCGEHEE (1965), *Lecturer in Psychology*
B.A., University of the South; M.A., Ph.D., Peabody

IRENE HERRING MCIVER (1964), *Teacher, Curry*
B.A., Meredith; M.Ed., Woman's College, North Carolina

FRANKLIN HOLBROOK MCNUTT (1941), *Professor of Education, Emeritus* (1958)
B.A., M.A., Wittenberg; Ph.D., Ohio State; LL.D., Dayton; L.H.D., Wittenberg

ELDRIDGE TRACEY MCSWAIN (1965), *Visiting Professor of Education*
B.A., Newberry; M.A., Ed.D., Teachers College, Columbia

[3]ROBERT QUINN MACLEAY (1966), *Associate Professor of Physics*
B.A., M.A., Ph.D., Missouri

ADEN COMBS MAGEE III (1960), *Associate Research Professor of Home Economics*
B.S., Texas A and M; M.S., Ph.D., North Carolina State

GAY GRANT MANCHESTER (1953), *Instructor, Curry*
B.A., Lenoir-Rhyne; M.Ed., Woman's College, North Carolina

GUITA MARBLE (1940), *Associate Professor of Chemistry*
B.A., M.A., Ph.D., Kansas

[2]ANDREW GEORGE MARTIN (1965), *Lecturer in Art*

ETHEL LORALINE MARTUS (1931), *Professor and Head of Department of Health, Physical Education and Recreation*
B.A., Brown; M.S., Wellesley

ROBERT JOSEPH MAYBERRY (1965), *Instructor in French and Spanish*
B.A., Wake Forest; M.A., Tennessee

JOHN J. MEACHAM (1963), *Instructor in Music*
B.M., M.M., Northwestern

HARRIETT ELIZABETH MEHAFFIE (1929), *Assistant Professor of Education, Emeritus* (1962)
Ph.B., Chicago; M.A., Michigan

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[1]Part-time.
[2]First semester.
[3]Second semester.

MARGARET MERIWETHER (1960), *Instructor in Classical Civilization*
B.A., South Carolina; M.A., Yale

HERMAN DAVID MIDDLETON (1956), *Professor and Head of Department of Drama and Speech*
B.S., Columbia; M.A., Teachers College, Columbia; Ph.D., Florida

HELEN PIERCE MILLER (1962), *Instructor, Curry*
B.A., High Point; M.Ed., Woman's College, North Carolina

META HELENA MILLER (1922), *Professor of French and Italian*
B.A., Goucher; M.A., Ph.D., Johns Hopkins; Certificat d'études pratiques de prononciation française Institut de phonétique, Université de Paris

JOSEPH ROBERT MILLICHAP (1965), *Instructor in English*
B.S., St. Peters; M.A., Notre Dame

ALLEINE RICHARD MINOR (1913), *Professor of Music, Emeritus* (1956)
Diploma, Meredith; B.S., Columbia; New England Conservatory of Music

JANE TUCKER MITCHELL (1958), *Instructor, Curry*
B.A., Mary Baldwin; M.A., George Washington

VIRGINIA GROVE MOOMAW (1945), *Associate Professor of Physical Education*
B.S., Nebraska; M.A., Columbia; Bennington Mills, New York Studios of Martha Graham; study with Charles Weidman, Doris Humphrey, and Jose Limon; Dance Notation Bureau

BESI SILMAN MORGAN (1965), *Teacher, Curry*
B.A., Lenoir-Rhyne; M.A., Appalachian

INGA BORGSTROM MORGAN (1946), *Assistant Professor of Music*
B.M., M.M., Eastman; study with Max Landow and Orazio Frugoni

EDWIN PHILLIP MORGAN (1946), *Associate Professor of Music*
B.M., Tulsa; M.M., Eastman; study with Helen Ringo, Guy Maier, Max Landow, Egon Petri, Jose Echanzi

HAZEL VIRGINIA MORRIS (1965), *Visiting Lecturer in Physical Education*
B.S.P.E., Oklahoma; M.A., New York; Ed.D., Southern California

RALPH MICHAEL MORRISON (1960), *Assistant Professor of Biology*
B.S., College of William and Mary; Ph.D., Indiana

MEREB ETHNA MOSSMAN (1937), *Professor of Sociology and Dean of the Faculty*
B.A., Morningside; M.A., Chicago; L.H.D., Queens College

MILDRED PENDLETON NEWTON (1926), *Director of Admissions, Emeritus* (1959)
B.A., Goucher

THOMAS E. NIEDRINGHAUS (1963), *Instructor in Geography*
B.A., Kalamazoo; M.A., Michigan

VICTORIA CARLSON NIELSON (1930), *Professor of Health, Emeritus* (1948)

CHARLES DONALD NOBLIN (1963), *Associate Professor of Psychology*
B.A., Mississippi; M.S., College of William and Mary; Ph.D., Louisiana State

ROY CECIL O'DONNELL (1965), *Assistant Professor of Education*
B.S., M.Ed., Auburn; Ph.D., Peabody

JAMES WATSON PAINTER (1926), *Professor of English, Emeritus* (1963)
B.A., Emory and Henry; M.A., Tennessee

KATHLEEN SHARER PAINTER (1929), *Instructor in English, Emeritus* (1963)
B.A., Tennessee

HERBERT PARK (1936), *Instructor in Education, Emeritus* (1959)

FRANKLIN DALLAS PARKER (1951), *Professor of History*
B.A., Greenville; M.A., Ph.D., Illinois

MAY CROOKES PARRISH (1959), *Instructor, Curry*
B.A., M.Ed., Woman's College, North Carolina

ROBERT EDWARDS PARTIN (1957), *Associate Professor of Art*
B.A., California; M.F.A., Columbia

BARBARA MCNUTT PECK (1965), *Instructor in Anthropology*
B.S., M.A., Ohio State

JESSIE CLARA PEDEN (1946), *Assistant Professor, Curry*
B.A., Winthrop; M.A., North Carolina

MARGARET ELLEN PENN (1946), *Professor of Home Economics*
B.S., Kansas State; M.A., Columbia

CHARLOTTE PERKINS (1960), *Instructor in Speech*
B.A., M.A., Louisiana State

MOLLIE ANN PETERSON (1921), *Associate Professor of Art, Emeritus* (1943)
Ph.B., Chicago; M.A., Columbia

EUGENE EDWIN PFAFF (1936), *Professor of History*
B.A., M.A., North Carolina; Ph.D., Cornell

CHARLES WILEY PHILLIPS (1935), *Professor, Emeritus* (1962)
B.A., North Carolina; M.A., Columbia

LENORE GERLENE PIERCE (1955), *Instructor in Commercial Studies*
B.A., Milligan; M.A., Peabody

VIVA M. PLAYFOOT (1925), *Professor of Home Economics, Emeritus* (1954)
B.S., M.A., Columbia

FRANCIS PLEASANTS, JR. (1965), *Assistant Professor of Physical Education*
B.A., Catawba; M.Ed., North Carolina; Ed.D., Florida State

NANCY ANN PORTER (1952), *Instructor in Physical Education*
B.S., M.Ed., Woman's College, North Carolina

ELDON EUGENE POSEY (1964), *Professor and Head of Department of Mathematics*
B.S., East Tennessee State; M.A., Ph.D., Tennessee

EVELYN ANN POTTINGER (1965), *Lecturer in History*
B.A., Wellesley; M.A., Ph.D., Radcliffe

ANNE POWELL (1963), *Instructor in English*
B.A., Woman's College, North Carolina; M.A., Boston

WALTER HENRY PUTERBAUGH (1964), *Professor and Head of Department of Chemistry*
B.A., Ph.D., Duke

WILLIAM SAMUEL RAY (1960), *Professor of Psychology*
B.A., Bridgewater; M.A., Ph.D., Maryland

ANNA JOYCE REARDON (1941), *Professor of Physics*
B.A., College of Saint Teresa; M.S., Ph.D., St. Louis

EARL DONNAL REDDING (1965), *Teacher, Curry*
B.S., Appalachian

ANNA REGER (1931), *Assistant Professor of Education, Emeritus* (1959)
B.A., West Virginia Wesleyan; B.S. in L.S., Columbia

FREDERICK M. RENER (1961), *Assistant Professor of German*
B.A., M.A., Ph.D., Toronto

CLARA ANN RIDDER (1959), *Professor of Home Economics*
B.S., Nebraska; M.S., Arizona; Ph.D., Cornell

[2]LEE RIGSBY (1959), *Professor and Dean of School of Music*
B.M., M.M., Texas; Ph.D., Michigan

MARIE IRIS RILEY (1963), *Assistant Professor of Physical Education*
B.S., New York State Teachers College; M.A., State University of Iowa; Ph.D., Florida State

BLACKWELL PIERCE ROBINSON (1956), *Associate Professor of History*
B.A., North Carolina; M.A., Duke; Ph.D., North Carolina

HOLLIS JETTON ROGERS (1947), *Associate Professor of Biology*
B.S., Murray State; M.S., Kentucky; Ph.D., Duke

[3]JUDITH CAROL ROOT (1966), *Instructor in English*
B.A., M.A., Oregon

BESS NAYLOR ROSA (1934), *Associate Professor of Home Economics, Emeritus* (1958)
B.S., M.A., Missouri

ROBERT BERNARD ROSTHAL (1961), *Associate Professor and Acting Head of Department of Philosophy*
B.A., Washington and Jefferson; M.A., Chicago; Ph.D., Michigan

ROBERT PALMER ROWLEY (1964), *Instructor in Mathematics*
B.A., Colgate; M.S., Syracuse

CORINNE BRITTON ROYSTER (1962), *Instructor, Curry*
B.A., East Carolina

[1]DONALD WILLIAM RUSSELL (1955), *Professor of Education*
B.A., Bates; M.Ed., Ed.D., Boston University

JOSE SANCHEZ-BOUDY (1965), *Lecturer in Spanish*
B.A., Champagnat; Ph.D., Havana University

JULIA JEANNETTE SANDERS (1964), *Teacher, Curry*
B.A., Woman's College, North Carolina; M.Ed., UNC at Greensboro

SARAH SANDS (1958), *Assistant Professor of Biology*
B.S., Salem; M.T., Bowman Gray; M.S., Tennessee

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[1]Leave of absence, second semester.
[2]Resigned, January 1, 1966.
[3]Part-time, second semester.

MARGARET H. SAUNDERS (1963), *Instructor in Mathematics*
B.A., Southwestern; M.S., Virginia Polytechnic Institute

[1]FLORENCE LOUISE SCHAEFFER (1922), *Professor of Chemistry, Emeritus* (1964)
B.A., Barnard; M.A., Mount Holyoke

BERNARD SCHMIDT (1964), *Assistant Professor of Mathematics*
M.S., Freie; Ph.D., Indiana

ALICE SCHRIVER (1949), *Professor of Health*
B.S., M.A., New York; Ed.D., Columbia

JUEL PIERRE SCHROEDER (1965), *Associate Professor of Chemistry*
B.S., North Dakota; Ph.D., Wisconsin

[3]NORMAN WILLARD SCHUL (1961), *Assistant Professor of Geography*
B.S.Ed., M.A., Miami; Ph.D., Syracuse

[2]JOHN POPHAM SEDGWICK, JR., (1961), *Professor of Art*
B.A., Williams; M.A., Ph.D., Harvard

ESTHER SEGNER (1955), *Associate Professor of Home Economics, Emeritus* (1958)
B.S., Wisconsin; M.S., Minnesota

WILLIAM C. SEIFRIT, JR. (1963), *Assistant Professor of Speech*
B.A., Fairmont; M.A., Ph.D., Ohio

ARCHIE D. SHAFTESBURY (1924), *Professor of Zoology, Emeritus* (1959)
B.A., Southwestern; Ph.D., Johns Hopkins

ANNE CHRISTIAN SHAMBURGER (1925), *Assistant Professor of Health*
Guilford; Johns Hopkins

CHIRANJI LAL SHARMA (1963), *Associate Professor of Education*
B.A., Agra; M.A., Muslim; Ph.D., Chicago; Ph.D., London

RUTH AGNES SHAVER (1937), *Associate Professor of French*
B.A., Ohio Wesleyan; M.A., Columbia

DAVID HOWARD SHELTON (1965), *Professor of Economics*
B.A., Millsaps; M.A., Ph.D., Ohio State

CLARENCE OLAN SHIPTON (1955), *Instructor in Education and Dean of Men*
B.A., Elon; M.Ed., North Carolina

LYDA GORDON SHIVERS (1933), *Professor and Head of Department of Sociology and Anthropology*
B.A., LL.B., M.A., Mississippi; Ph.D., North Carolina

SARAH MOORE SHOFFNER (1962), *Research Instructor in Home Economics*
B.S., Woman's College, North Carolina; M.S., UNC at Greensboro

JEANETTE DOROTHY SIEVERS (1957), *Assistant Professor of Business Education*
B.A., State College of Washington; M.S., Simmons

---

[1]Part-time.
[2]Leave of absence, second semester.
[3]Acting Department Head, first semester.

[2]OTIS ARNOLD SINGLETARY (1961), *Professor of History and Chancellor*
B.A., Millsaps; M.A., Ph.D., Louisiana State

[3]DOROTHY GASKIN SLOAN (1964), *Lecturer in Art*
B.F.A., Woman's College, North Carolina

JOHN AARON SMITH (1927), *Associate Professor of Education, Emeritus* (1954)
B.Ed., Illinois State Normal; M.S., Illinois

KENDON RASEY SMITH (1954), *Professor and Head of Department of Psychology*
B.A., Minnesota; M.A., Ph.D., Princeton

REBECCA MCCULLOCH SMITH (1958), *Instructor in Home Economics*
B.S., M.S., Woman's College, North Carolina

TOMMIE LOU SMITH (1951), *Assistant Professor of Business Education and Associate Dean*
B.A., M.A., East Carolina

LAWRENCE JOSEPH SOROHAN (1964), *Assistant Professor of Education*
B.S., Dayton; M.Ed., Ph.D., Ohio

IRWIN VINCENT SPERRY (1955), *Professor of Home Economics and Director of Child and Family Development Institute*
B.A., Michigan State Normal; M.Ed., Ed.D., Wayne

JONATHAN WARNER SPURGEON (1962), *Assistant Professor of History*
B.A., Harvard; M.S., Ph.D., Wisconsin

HELEN KNOTT STALEY (1949), *Associate Professor of Home Economics*
B.S., M.A., Columbia

GEORGE EDGAR STEFFEE III (1965), *Instructor in English*
B.A., Washington and Lee

JOHN LUTHER STEINMETZ (1961), *Instructor in Mathematics*
B.S., U. S. Coast Guard Academy; M.A., Duke

ROBERT OREN STEPHENS (1961), *Assistant Professor of English*
B.A., Texas A. and I.; M.A., Ph.D., Texas

[1]VIRGINIA JONES STEPHENS (1962), *Instructor in Sociology*
B.A., Meredith; M.S.S.W., Texas

THOMAS JOHN STONE (1965), *Professor of Music*
B.M., Oberlin; M.M., Cincinnati; Ph.D., Florida State

BOBBIE DECATUR STREET (1965), *Teacher, Curry*
B.B.A., Wake Forest

MADELEINE BLAKEY STREET (1930), *Professor of Home Economics, Emeritus* (1965)
B.S., William and Mary; M.A., Columbia

CHRISTINE RUMPF STRESAU (1964), *Instructor in Spanish*
B.A., Duke; M.A., California

---

[1]Part-time.
[2]Leave of absence, first semester.
[3]Part-time, first semester.

VERGIE LEE STRINGER (1958), *Assistant Professor of Home Economics*
B.S.H.E., Mississippi Southern; M.S., Tennessee

[2]JOSEPH WILLIS STROTHER (1964), *Instructor in Art and Teacher, Curry*
B.A., Louisiana; M.A., Georgia

JANE SUMMERELL (1926), *Professor of English, Emeritus* (1958)
B.A., North Carolina State Normal and Industrial College; B.A., North Carolina College for Women; M.A., Columbia

AGNES VICARS TANNER (1965), *Teacher, Curry*
B.S., Radford; M.Ed., Duke

KATHERINE HENRIETTA TAYLOR (1929), *Professor and Dean of Student Services*
B.A., North Carolina College for Women; M.A., Radcliffe

[2]PETER HILLSMAN TAYLOR (1963), *Professor of English, Part-time*
B.A., Kenyon

WILLIAM RAYMOND TAYLOR (1921), *Professor of English, Emeritus* (1960)
B.A., North Carolina; M.A., Harvard

[1]GEORGE MARTIN THOMPSON (1923), *Professor of Music, Emeritus*
B.Mus., M.Mus., Beaver; Pittsburgh Musical Institute, Chicago College of Music; pupil of Clarence Eddy of Chicago and Joseph Bonnet of Paris

HELEN ALVERDA THRUSH (1939), *Professor of Art*
B.F.A., Pennsylvania; M.A., Columbia

NETTIE SUE TILLETT (1924), *Professor of English, Emeritus* (1958)
B.A., Duke; M.A., Columbia

JEAN WEBB TROGDON (1964), *Instructor in Home Economics*
B.A., Meredith; M.S.H.E., Woman's College, North Carolina

JAMES EWING TUCKER (1959), *Instructor and Curator in Department of Art*
B.F.A., Texas; M.F.A., State University of Iowa

WILLIAM MADISON TUCKER (1962), *Instructor in English*
B.A., Wofford; M.A., Vanderbilt

ADELE CELESTE ULRICH (1956), *Associate Professor of Physical Education*
B.S., Woman's College, North Carolina; M.A., North Carolina; Ph.D., Southern California

LAWRENCE MICHEAL VANELLA, JR. (1965), *Assistant Professor of Speech*
B.A., Montclair State; M.A., Ph.D., Ohio

GLADYS VAN PELT (1964), *Lecturer in Biology*
B.A., Swarthmore

CLARENCE HUGO VANSELOW (1964), *Assistant Professor of Chemistry*
B.S., M.S., Ph.D., Syracuse

HERBERT EUGENE VAUGHAN, JR. (1948), *Professor and Principal, Curry*
B.S., Wofford; M.A., Peabody

GERTRUDE VERMILLION (1957), *Associate Professor of Chemistry*
B.A., Furman; B.S., Peabody; M.A., Columbia; Ph.D., Duke

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[1]Part-time, second semester.
[2]Part-time.

REBECCA FREEMAN WAGONER (1962), *Instructor in Home Economics*
B.S.H.E., M.S., Woman's College, North Carolina

EMILY HOLMES WATKINS (1926), *Professor of Mathematics, Emeritus* (1958)
B.A., Randolph-Macon Woman's College; M.A., Columbia

ROBERT WINTHROP WATSON (1953), *Professor of English*
B.A., Williams; M.A., Ph.D., Johns Hopkins

[1]PHILIP M. WEBSTER (1965), *Lecturer in Economics and Business Administration*
B.S., M.S., Ph.D., Wisconsin

[2]HENRY OTTO WEFING, JR. (1965), *Instructor in English*
B.A., St. Peter's College; M.A., Duke

ROWENA WELLMAN (1943), *Associate Professor of Business Education, Emeritus* (1958)
B.A., Iowa; M.A., Ph.D., Columbia

STELLA LOUISE WEYL (1950), *Assistant Professor of Commercial Studies*
B.A., South Dakota; M.S., Tennessee

SHIRLEY BLUE WHITAKER (1960), *Assistant Professor of Spanish*
B.A., M.A., Duke; Ph.D., North Carolina

ESTHER BOYD WHITE (1957), *Assistant Professor of Health*
B.A., Arkansas A. and M.; M.S., Louisiana State; M.P.H., North Carolina; Ed.D., Louisiana State

JOSIE NANCE WHITE (1951), *Assistant Professor of Home Economics*
B.A., Woman's College, North Carolina; M.Ed., North Carolina; Ph.D., Woman's College, North Carolina

VELMA LOUISE WHITLOCK (1944), *Associate Professor of Business Education*
B.S., Oregon State; M.S., Tennessee

JUDITH RHEA WILEY (1962), *Instructor in French*
B.A., Wooster; M.A., Ohio State

MAUDE FERRELL WILLIAMS (1927), *Associate Professor of Physiology, Emeritus* (1962)
B.A., M.S., Ph.D., Illinois

ALICE JACKSON WILLINGHAM (1958), *Instructor in Home Economics*
B.S., East Carolina; M.S.H.E., Woman's College, North Carolina

GEORGE P. WILSON (1927), *Professor of English, Emeritus* (1956)
B.A., North Carolina; M.A., Columbia

GORDON JAMES WILSON (1963), *Assistant Professor of Music*
B.Mus., B.A., Birmingham-Southern; M.Mus., Florida State; A.Mus.D., Michigan; Harpsichord study with Rafael Puyana

JAMES F. WILSON (1964), *Professor of Biology*
B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford

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[1]Part-time, second semester.
[2]Second semester.

Faculty

[2]Heinz Carl Wipfler (1966), *Instructor in Art*
B.A., City College of New York

Lenoir Chambers Wright (1953), *Associate Professor of History*
B.A., North Carolina; B.A., M.A., Oxford; LL.B., Harvard; M.A., Ph.D., Columbia

Janet Kay Wynne (1965), *Teacher, Curry*
B.A., UNC at Greensboro

ACADEMIC ADVISERS

Tommie Lou Smith, B.A., M.A., *Associate Dean*

Donald Floyd Allen, B.A., M.A., Ph.D.

Charlotte Dawley, B.A., M.S., Ph.D.

Marguerite Felton, B.S., M.A.

Grace Keziah, B.A., M.A.

Nancy Ann Porter, B.S., M.Ed.

William C. Seifrit, Jr., B.A., M.A., Ph.D.

Reading Center

Jeane Fisher Hildebrandt, B.A.

Bernice Love Stadiem, B.A., M.A.

Counseling Center

William H. Friedman, B.A., M.A., Ph.D., *Director*

John W. Harris, Jr., B.A., M.Ed.

Julia H. Heinlein, B.S., M.A., Ph.D.

Institute for Child and Family Development

Irwin V. Sperry, B.A., M.Ed., Ed.D., *Director*

Mary Elizabeth Keister, B.S., M.A., Ph.D.

Richard D. Tucker, B.A.

LIBRARY STAFF

Professional Librarians

Charles Marshall Adams (1945), *Professor, Librarian, College Archivist*
B.A., Amherst; B.S. in L.S., M.A., Columbia

[2]Second semester.

Mildred Lee Carr (1958), *Assistant Circulation Librarian*
B.A., William and Mary; B.S. in L.S., Columbia

Grace Betts Farrior (1957), *Assistant Librarian*
B.A., Meredith; M.S. in L.S., North Carolina

Elizabeth Jerome Holder (1963), *Head Reference Librarian*
B.A., Salem; M.S. in L.S., North Carolina

Marjorie Jane Hood (1929), *Head Circulation Librarian, Assistant College Archivist*
B.A., North Carolina College for Women; B.S. in L.S., Emory

Margaret Kendrick Horney (1961), *Assistant Catalog Librarian*
B.A., Woman's College, North Carolina; B.S. in L.S., Columbia

Marjorie Whittington Memory (1949), *Serials Librarian*
B.A., Woman's College, North Carolina

Vivian Moose (1947), *Head Catalog Librarian*
B.S., Lenoir-Rhyne; B.S. in L.S., North Carolina

Ruth Robertson Prince (1963), *Assistant Catalog Librarian*
B.A., Meredith; B.S. in L.S., North Carolina

Mary Robert Seawell (1945), *Bibliographer and Reference Librarian*
B.A., Meredith; B.A. in L.S., North Carolina

[1]Martha Simpson Stephenson (1965), *Assistant Acquisitions Librarian*
B.A., University of Florida; M.L., Emory

Helen Langner Urquhart (1965), *Assistant Circulation Librarian*
B.A., Purdue; M.S. in L.S., North Carolina

Other Library Staff

Doris Virginia Abernethy (1965), *Library Assistant, Documents*
B.A., Lenoir-Rhyne; Lutheran School of Theology; Duke University

Margaret Little Appenzeller (1964), *Library Assistant, Serials Department*
Wake Forest

Ruth Capel Blue (1960), *Library Assistant, Acquisition Department*
B.A., Woman's College, North Carolina

Margaret Lyon Brown (1964), *Library Assistant, Circulation Department*
B.A., North Carolina

Bette Smith Dawes (1964), *Library Assistant, Acquisition Department*

Jannette Carringer Fiore (1965), *Library Assistant, Catalog Department*
B.A., Woman's College, North Carolina

Susan Cass Griswold (1965), *Secretary to Librarian*
Duke University; Oberlin College

Harriet Battle Holder (1965), *Continuations Assistant, Acquisition Department*
Woman's College, North Carolina

[1]Part-time.

Faculty

Mary Walker Mallison (1953), *Library Assistant, Acquisition Department*

Martha Williams Ransley (1964), *Library Assistant, Circulation Department*
B.A., Carson Newman; M.R.E., Southwestern Baptist Seminary

Virginia Millsaps Smith (1964), *Library Assistant, Catalog Department*
Mitchell College

Rita Mae Stephenson (1963), *Library Assistant, Catalog Department*
Woman's College, North Carolina

Rosemary Reed Troxler (1962), *Library Assistant, Circulation Department*
Greensboro College

Ethel Stout Winchester (1965), *Library Assistant, Catalog Department*
B.M., Greensboro College

OTHER STAFF

Margaret Ijames Alexander (1960), *Assistant, Residence Halls*

Roy F. Alexander (1960), *Chief of Police*

Louis Lynn Allison (1951), *Buildings Superintendent*

William Alspaugh (1957), *Television Production Director*

Charles D. Barbour (1963), *Data Processing Manager*

Charles Owen Bell (1959), *Superintendent of Landscaping and Grounds*
B.S., Ohio State

Elizabeth Booker (1944), *Administrative Secretary*
B.S.S.A., Woman's College, North Carolina

F. Dudley Chaffee (1965), *Consulting Engineer*
B.S., Worcester Polytechnic Institute

Joseph Durward Creech (1964), *Assistant Director of Admissions*
B.A., Wake Forest; M.A.T., Duke

Roger Franklin Davis (1964), *Purchasing Agent*
B.A., High Point College

Evon Welch Dean (1942), *Administrative Secretary*
C.C., Woman's College, North Carolina

Maynard Gardner French (1957), *Manager of Aycock Auditorium*
B.A., Maine; M.A., M.F.A., Western Reserve; Certificate, School of Radio and Television Techniques, New York City

Ruth Jessup (1951), *Accounting Clerk*
C.C., Woman's College, North Carolina

Gordon Lavers (1963), *Audio-Visual Technician*

REBEKAH GRAY MCBANE (1965), *Assistant Director of Admissions*
B.A., UNC at Greensboro; M.A., Tulane

CLARA M. MEYERS (1961), *Assistant, Residence Halls*
Hiwassee Junior College

[1]NANCY BOST MILLNER (1964), *Assistant to Director of Admissions*
B.A., Duke

BOBBIE C. MINTON (1957), *Assistant to Director of Admissions*
B.A., Woman's College, North Carolina

PAULA A. OSBORNE (1960), *Administrative Secretary, Office of the Dean of the Faculty*
C.C., Woman's College, North Carolina

GERALD RAY RUMSEY (1954), *Plant Engineer*

RUTHE SHAFER (1942), *Cashier*
B.A., North Carolina College for Women

LOUISE GREEN WARDEN (1956), *Administrative Secretary, Office of the Business Manager*

TERRELL WEAVER (1963), *Assistant to Director, Elliott Hall*
B.S.S.A., Woman's College, North Carolina

JULIA WHITE (1950), *Head Nurse, Infirmary*
R.N., St. Leo's Hospital School of Nursing

JANET S. WOLFE (1961), *Administrative Secretary, Office of the Graduate School*
B.A., Syracuse

HELEN PENTECOST YODER (1954), *Administrative Assistant, Office of the Chancellor*

EMIL W. YOUNG (1954), *Director of Television*

COUNSELORS IN RESIDENCE HALLS

DELLA ARTHUR (1962), *Grogan Hall*
Converse; Woman's College, North Carolina

ALDINE SCOTT BEALE (1960), *Bailey Hall*
Farmville State Teachers College

BETTY JANE COOKE (1965), *Assistant Counselor—Grogan Hall*
UNC at Greensboro

RUTH KICHLINE CORNELL (1961), *Cotten Hall*
B.S., Mansfield

LILLIAN CUNNINGHAM (1943), *Jamison Hall*
B.A., Converse

MARY GRICE DUFF (1960), *Hinshaw Hall*
Longwood

[1]Part-time.

LOWELL STEELE ESTES (1959), *Shaw Hall*
B.A., Tift

NANCY FINAN (1965), *North Spencer Annex*
B.M., UNC at Greensboro

ELOISE DOWNING GEORGE (1960), *Winfield Hall*
B.A., Ohio State

CARLYNNE PERROW GILLETTE (1961), *South Spencer Hall*
B.A., Longwood

JOSEPHINE JENNINGS GROSS (1963), *Mendenhall Hall*
University of Arizona

RUTH BRUCE JOHNSON (1959), *Ragsdale Hall*
B.A., Meredith

GLADYS WILLIAMS KNIGHT (1963), *North Spencer Hall*
Davis-Wagoner College

NANCY MELVIN (1957), *Weil Hall*
B.S., Guilford

JOY MCFADYEN (1964), *Strong Hall*
Crescent College and Conservatory; Chicago Musical College; Sullins College

ODESSA HELMS MCGWIER (1963), *Kiser Hall*
Woman's College, North Carolina

DELL LANDRETH MCKEITHAN (1964), *Reynolds Hall*
A.B., North Carolina; Wake Forest; Northwestern; UNC at Greensboro

ISABEL MILDRED OUTLAW (1958), *Gray Hall*
B.A., Syracuse

HELEN T. RULEY (1964), *Mary Foust Hall*
Norfolk Business College; Lindsey Hopkins Vocational School

NELLIE ELIZABETH WATLINGTON (1965), *Assistant Counselor—Reynolds Hall*
UNC at Greensboro

LUCY ALLEN WHITE (1955), *Moore Hall*
Converse; Louisburg

MARY CORNELIA WHITE (1965), *Coit Hall*
Peace College

JEWEL E. WILLIAMSON (1964), *Guilford Hall*
Peace College; Peabody Conservatory

FACULTY COMMITTEES (1965-1966)

ELECTED:

ACADEMIC POLICIES. Ferguson, J., Chairman; Anderton (1966), Blend (1967), Franklin (1968), Hennis (1968), Kennedy, J. (1967), Littlejohn (1966), Mossman (appointed), Rigsby (1968), Shivers (1966), Taylor, K. (appointed), Wright (1967).

Curriculum. Dawley, Chairman (1968); Barineau (1968), Beeler (1967), England (1966), Felton (1967), Lowe (1966), McGee (1966), Reardon (1968), Smith, K. (1967). *Ex officio members:* Mossman, Price.

Due Process. Littlejohn, Chairman (1969); Bardolph (1968), Hunter, E. (1965), Kennedy, J. (1966), Shivers (1967).

APPOINTED:

Academic Appeals. Smith, T. L., Chairman, *ex officio;* Clowse, Franklin, McGee, Shivers, Thrush. *Other ex officio members:* Dunn, Mossman, Price, Shipton.

Academic Progress of Students. Smith, T. L., Chairman, *ex officio;* Anderton, Harris. *Other ex officio members:* Mossman, Price.

Admission Policies. Ray, Chairman; Cowling, Magee, Puterbaugh. *Ex officio members:* Irby, Mossman, Smith, T. L.

Audio-Visual Aids. Reardon, Chairman; Felt, Perkins. *Ex officio member:* Wilkinson, E.

Buildings and Grounds. Smith, K., Chairman; Adams, C., Carpenter, Eberhart, Fred Middleton, Taylor, K. *Ex officio members:* Dunn, Ferguson, H., Gurley.

Calendar and Scheduling. Price, Chairman, *ex officio;* Atkinson, Colbert, Gordon. *Other ex officio members:* Dunn, Kennedy, J., Mossman.

Campus Stores. Sievers, Chairman; Pierce, Weyl. *Ex officio member:* Ferguson, H.

Catalogue and Recruitment Publications. Price, Chairman; Kehoe. *Ex officio members:* Hamer, Irby, Mossman.

Commencement. Shipton, Chairman; Fred, French, Gangstad. *Ex officio members:* Bridgers, Bryson, Dunn, Kennedy, J., Mossman, Parrish, B., Price.

Committee on Committees. Hennis, Chairman; Anderton, Middleton, Shivers.

Elections. Steinmetz, Chairman; Deemer, Marble.

Harriet Elliott Lectures in the Social Sciences. Pfaff, Chairman; Allen, D., Knox, Schul, Shelton, Wright.

Faculty Government. Wright, Chairman; Franklin, Hunt, Littlejohn, Sands.

Faculty Scholarship. Hunter, E., Chairman; Boehret, Connelly, Cox, Gagen.

FACULTY WELFARE. Schriver, Chairman; Barineau, Seifrit, Shelton. *Ex officio member:* Ferguson, H.

FULBRIGHT STUDENT APPLICANTS. Baecker, Chairman; Meacham, Watson. *Ex officio member:* Smith, T. L.

GARDNER AWARD. Anderton, Chairman; Bush, Couch, Howe, Ulrich.

GRADUATE ADMINISTRATIVE BOARD. Kennedy, J., Chairman, *ex officio;* Bardolph, Carpenter, Duffy, Eberhart, Fred, Littlejohn, Martus, Sorohan, Sperry, Watson. *Other ex officio member:* Mossman.

HONORARY DEGREES. Martus, Chairman; Edinger, Hege, Smith, K. *Ex officio members:* Mossman, Taylor, K.

HONORS COUNCIL. Ellis, J., Chairman; Anderton, Bardolph, Burgess, Carpenter, Edinger, Hennis, Vanselow.

INTERNATIONAL STUDIES. Wright, Chairman; Blend, Davies, Kupferer, Parker, Schul.

JEFFERSON STANDARD SCHOLARSHIPS. Dunn, Chairman; Barineau, Felton, Irby, Taylor, K.

LECTURE-ENTERTAINMENT. Taylor, K., Chairman; Cox, Middleton, Moomaw.

LIBRARY. Parker, Chairman; Burgess, Charles, Davies, Duffy, Lutz, Riley, Rosthal. *Ex officio members:* Adams, C., Kennedy, J., Mossman.

J. SPENCER LOVE SCHOLARSHIPS. Fred, Chairman; Carpenter, Dunn, Irby, Middleton.

PINEY LAKE RECREATION CENTER. Morrison, Chairman; Brashear, Duncan. *Ex officio members:* Dunn, Ferguson, H., Martus.

PRE-PROFESSIONAL EDUCATION FOR MEDICINE. Harpster, Chairman; Clark, Puterbaugh, Shipton. *Ex officio member:* Griffin, C.

REVIEWING. Buchert, Davis, Dunham, Felt, Hege, Schul.

RESEARCH COUNCIL. Kennedy, J., Chairman; Blend, Carpenter, Eberhart, Keeney, Luce, Noblin. *Ex officio members:* Adams, C., Mossman.

REYNOLDS SCHOLARSHIP. Dunn, Chairman; Barineau, Felton, Irby, Taylor, K.

SCHOLARSHIPS AND STUDENT AID. Taylor, K., Chairman, *ex officio;* Dawley, Hunter, E., Jones, D., Ulrich. *Other ex officio members:* Hamer, Hawkins, Irby, Smith, T. L.

Social. Hunter, M., Chairman; Bell, Carroll, Cunningham, Darnell, D., DeVinny, M., Hickfang, Jones, S., Sanders, J., White, N. *Ex officio member:* Parrish, B.

Special Examinations. Smith, T. L., Chairman, *ex officio;* Baecker, Forrester, Porter.

Summer Session Council. Kennedy, J., Chairman; Bryson, Bulgin, Dunn, Ferguson, H., Ferguson, J., Fred, Howe, Littlejohn, Lowe, Martus, Mossman, Price, Smith, T. L., Taylor, K.

Teacher Education Council. Mossman, Chairman; Howe, Vice Chairman; Albanese, Bulgin, Carpenter, Eberhart, Fred, Littlejohn, Martus, Posey, Shivers, Smith, K. *Ex officio members:* Price, Smith, T. L.

Television Programming. Reardon, Chairman; Colbert, England, French, Hilbrink. *Ex officio members:* Bryson, Hamer, Kennedy, J., Mossman, Young.

Traffic. Charles, Chairman; Clutts, Dunn, Ferguson, H., Rogers.

Weil Fellowship. Taylor, K., Chairman, *ex officio;* Allen, D., Laine, Middleton. *Other ex officio members:* Mossman, Smith, T. L.

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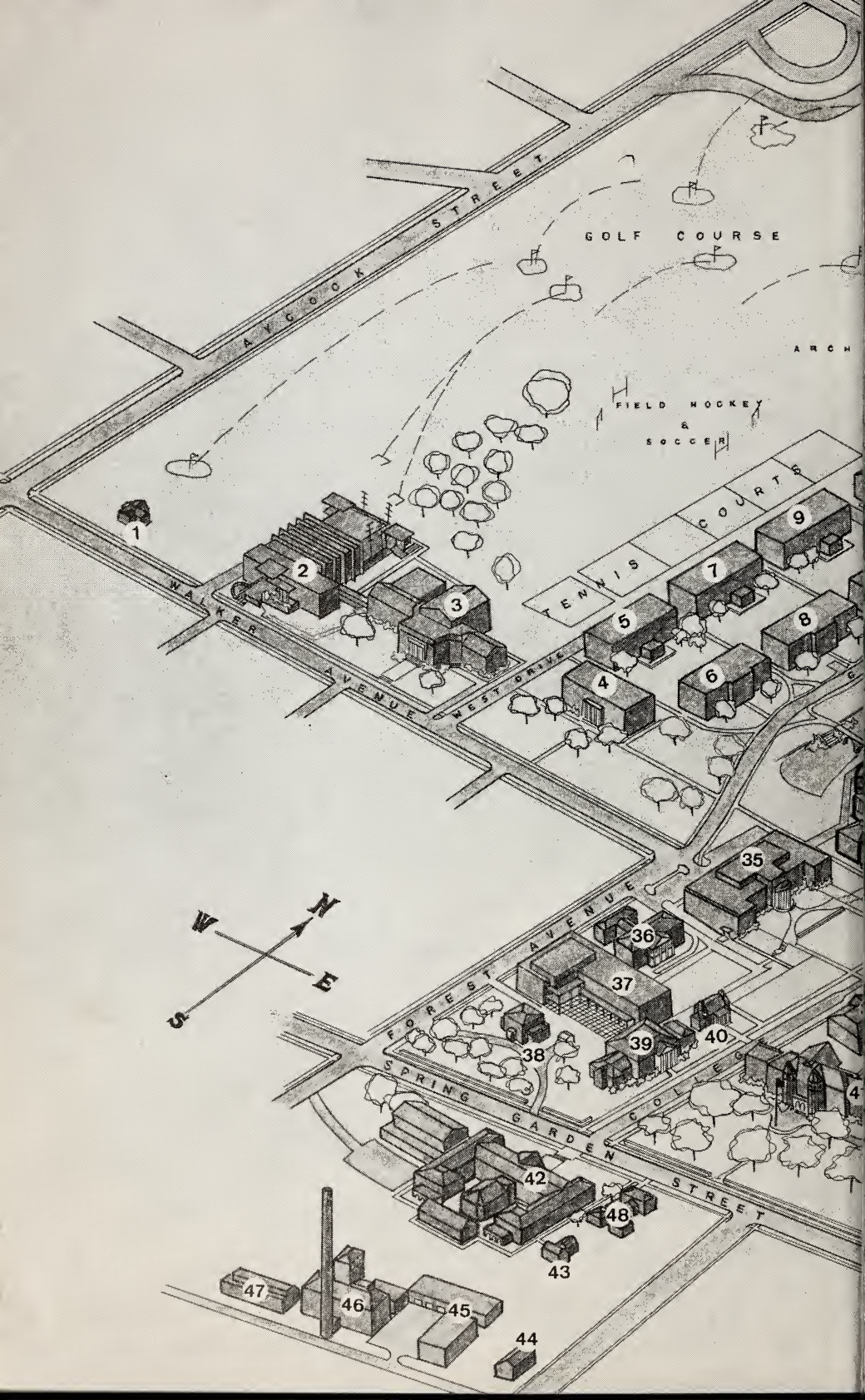
AYCOCK STREET
GOLF COURSE
ARCH
FIELD HOCKEY & SOCCER
TENNIS COURTS
WALKER AVENUE
WEST DRIVE
FOREST AVENUE
SPRING GARDEN STREET
COLLEGE
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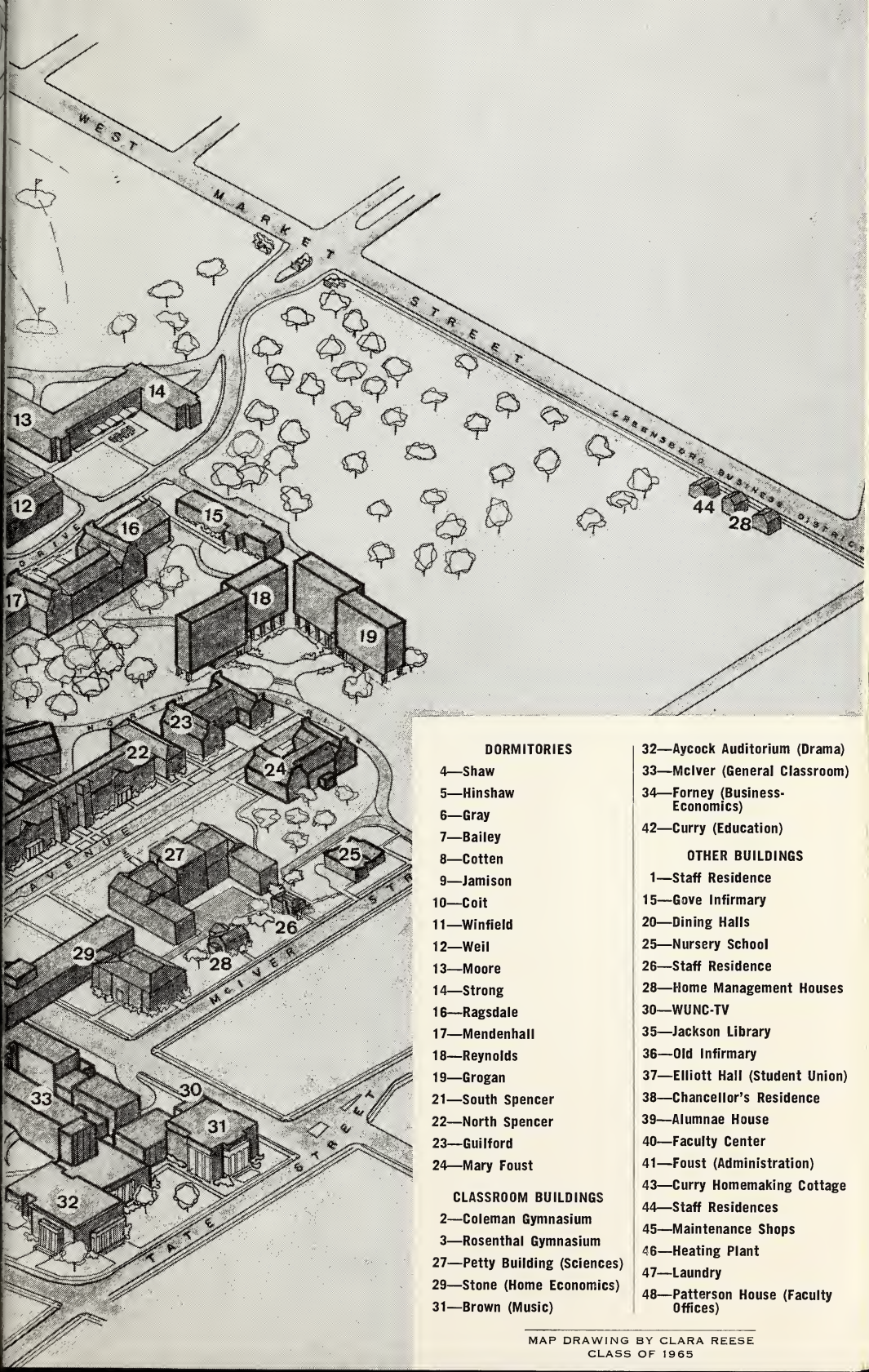

DORMITORIES

4—Shaw
5—Hinshaw
6—Gray
7—Bailey
8—Cotten
9—Jamison
10—Coit
11—Winfield
12—Weil
13—Moore
14—Strong
16—Ragsdale
17—Mendenhall
18—Reynolds
19—Grogan
21—South Spencer
22—North Spencer
23—Guilford
24—Mary Foust

CLASSROOM BUILDINGS

2—Coleman Gymnasium
3—Rosenthal Gymnasium
27—Petty Building (Sciences)
29—Stone (Home Economics)
31—Brown (Music)
32—Aycock Auditorium (Drama)
33—McIver (General Classroom)
34—Forney (Business-Economics)
42—Curry (Education)

OTHER BUILDINGS

1—Staff Residence
15—Gove Infirmary
20—Dining Halls
25—Nursery School
26—Staff Residence
28—Home Management Houses
30—WUNC-TV
35—Jackson Library
36—Old Infirmary
37—Elliott Hall (Student Union)
38—Chancellor's Residence
39—Alumnae House
40—Faculty Center
41—Foust (Administration)
43—Curry Homemaking Cottage
44—Staff Residences
45—Maintenance Shops
46—Heating Plant
47—Laundry
48—Patterson House (Faculty Offices)

MAP DRAWING BY CLARA REESE
CLASS OF 1965

75th

anniversary

1891-1966

THE UNIVERSITY OF NORTH CAROLINA

1891

GREENSBORO

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO